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[redacted]SCHOOLS INQUIRY COMMISSION.

Vol. V.

MINUTES OF EVIDENCE

TAKEN BEFORE

THE COMMISSIONERS,

PART II.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
[redacted]ORGE E. EYRE AND WILLIAM SPOTTISWOODE,
[redacted]RS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1868.

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ERRATA.—EVIDENCE, PART II.

		For	Read
Dr. E. Davies	q. 12,574	ladies' schools,	ladies' colleges.
Earl of Harrowby	p. 534, line 25	that this means,	that this prefix means.
	q. 14,057	require any knowledge,	require any knowledge of grammar.
	p. 536, line 15	benefits of the instruction,	benefits of the school generally.
	q. 14,080	distaste for it,	distaste for learning or knowledge of any kind.
	q. 14,125	examinations of every kind,	examinations for girls among ourselves.
Miss Beale	q. 16,087	These numbers are very approximately correct,	[*These words should come at the end of the answer.*]
	q. 16,156	none of our masters,	none of our English masters.
	q. 16,165	as regards the education	as regards the education of boys.
Mr. Waterfield	p. 770, line 8	remarks,	remarks in answer to question 16,480.
Rev. Dr. Bryce	p. 885, l. 22–25	Hence it happens that while the teachers of the poor have a much better social place in Scotland than in England, the reverse is the case with the higher schools in England, the mastership confers dignity. In Scotland whatever, &c.	Hence it happens that while the teachers of the poor have a much better social place in Scotland than in England, the reverse is the case with the higher schools. In England the mastership confers dignity; in Scotland whatever, &c.

MINUTES OF EVIDENCE

TAKEN BEFORE THE

SCHOOLS INQUIRY COMMISSION.

Wednesday, 1st November 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD H. NORTHCOTE, BART., M.P.
DEAN OF CHICHESTER.
REV. ANTHONY WILSON THOROLD, M.A.
EDWARD BAINES, ESQ., M.P.
THOMAS DYKE ACLAND, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.
PETER ERLE, ESQ., Q.C.

LORD TAUNTON IN THE CHAIR.

W. B. HODGSON, ESQ., LL.D., called in and examined.

W. B. Hodgson, Esq., LL.D.

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8945. (*Lord Taunton.*) You have, I believe, had a good deal of connexion with the subject of education?—Yes; for the last 30 years.

8946. Will you have the kindness to state in what way that connexion has arisen?—I will state it very briefly. I was brought up at the High School and University of Edinburgh. After some time spent in private teaching and in popular lecturing in Edinburgh in 1839, I became secretary of the Liverpool Institute, and afterwards I became principal. As that institution is a very important one, perhaps a few words would not be wasted in stating its nature. It had 1,650 pupils in daily attendance, while I was connected with it. It had a lower school of 700 boys; it had a high school of 250 boys; it had 8 evening classes of 400 pupils on an average, attending four nights a week; and it had latterly a girls' school containing 300 pupils, which I was the means of establishing, in a separate building, in the year 1843. It had, besides, public lectures twice a week, attended by about 1,200 persons, a library of 15,000 volumes, a sculpture gallery, and it had between 60 and 70 teachers attached to it. It had an income of above 10,000*l.* a year, and I had, under the directors, the management of that institution for eight years. Then in 1847 I became principal of a large private school near Manchester, the Chorlton High School, which had about 130 pupils, and I was there from 1847 to 1851.

8947. (*Mr. Forster.*) Were there any boarders in that school?—They were chiefly day pupils, but there were some boarders. During that time I gave instruction to young ladies also on Saturdays, on various subjects, which I need not enumerate. In 1851, for domestic reasons, I was obliged to go abroad. Since that time I have lived greatly abroad, in Italy, France, Germany, and also in Edinburgh. Being in independent circumstances, I have devoted myself *con amore* to the business of education, and am now vice-president of the College of Pre-

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ceptors, having been connected with it since 1847. I am examiner in political economy in the University of London. My main interest in life is educational, purely from the feeling that I have in the matter.

8948. (*Lord Taunton.*) I believe you were formerly Assistant-Commissioner to the Popular Education Commission?—Yes; in 1858–9 for eight or nine months I was an Assistant-Commissioner in the London District.

8949. You are aware of the objects of this Commission. Perhaps you will have the kindness to favour us with any opinions you may entertain as to what measures may be practicable and desirable for the improvement of the education of the middle classes of this country?—I do not profess to have any special knowledge as to the machinery by which public education or middle-class education is carried on in this country, my acquaintance with it, so far as it goes, being confined mainly to the private schools of this country, with the conductors and the establishments of which I have had, for many years, a very considerable acquaintance. I do not profess to have so much acquaintance with the public schools of the upper classes and middle classes.

8950. You have not attended much to the endowed and grammar schools?—I may say personally not at all.

8951. What is your general opinion of the state of education of the middle classes at present?—Judging from the qualifications of those who have come under my notice in various ways, I think that the instruction is extremely defective, and not least so in those branches to which attention is most professed to be paid. For instance, in classical instruction I find a lamentable deficiency, and in other matters which are not professed to be taught it is not to be expected that the instruction will be better than it is in those which are professed to be taught. I think there is a great deal taught which is not learnt, and that the results are extremely unsatisfactory, being in the middle classes very much the same, if not worse perhaps, than what are indicated in the Report of the Commissioners on Public Schools as existing in public schools.

8952. I suppose your observation applies mainly to what may be called the upper stratum of the middle class?—Mainly to the upper stratum of the middle class, judging by individual specimens; and also by many of such schools as I have had the opportunity of observing.

8953. What opinion have you been led to form of the state of education in these schools with regard to mathematics?—I should decline to give an opinion on the subject of mathematics; because my own attainments are chiefly literary and classical, not mathematical; and I do not profess to judge. I may say, in connexion with that question, that the statement I have made with regard to classics and literature, I would also repeat with regard to physical science.

8954. Are you of opinion that too much time is devoted to the study of classics in these schools?—Yes, I am; and further, I am of opinion that they are taught in a bad way. My great conviction is that they are taught too early in life, at a time when it is impossible to interest the pupils in them, that consequently there is a great waste of time, and the injury is two-fold; for, while the time is lost in endeavouring to force them to learn what they are indisposed to learn, they are not allowed to study that which their nature at that particular stage of development prompts them to study, so that there is a positive and a negative injury.

8955. (*Lord Lyttelton.*) What subject do you mean that their mental constitution at that time prompts them to learn?—I believe that the observant faculties are developed and active long before the reflective

faculties are, and that it is through the observant faculties that children are best trained in the first instance; and that it is through the observant faculties ultimately that the reflective faculties themselves are brought into play—that the observant faculties furnish, so to speak, the food which the reflective faculties afterwards digest—and that it is an extremely unnatural arrangement to attempt to digest before the food is received, or to attempt digestion upon food which is unsuitable to the organ which is to receive it.

8956. With regard to the middle-class schools, will you tell us more precisely how far you would teach Latin and Greek, or Latin, or Greek, and at what age you would begin?—I speak with diffidence as to precise years, but I should not begin before the age of 12 or 13 in any case. I think that the period before that time might be more advantageously occupied otherwise, and that if the classical studies were delayed until 13, say, there would be more progress made at 17 than there is now at the age of 17 when the studies are begun at 8 or 9.

8957. (*Mr. Forster.*) Are the scholars of whom you chiefly have had experience the children of parents who are able to keep them at school till they are 17, or up to what age?—Up to 16 or 17. My experience was chiefly in Liverpool and Manchester. In the High School of Liverpool and the Chorlton High School, Manchester, I had the sons of rich merchants who were perfectly able and willing to allow their sons to remain until 15 or 16, and in some cases later. In answer to the question of Lord Lyttelton, I merely endeavoured to express my own conviction that a better result would be produced, say at the age of 17, if the efforts bestowed on producing it were concentrated within a shorter time, and were, in fact, begun at a later period of life. Then those boys who are not able to remain long enough at school to get the benefit of classical instruction would be taught those things that they really require in the affairs of life, and which might be made at the same time a most valuable intellectual discipline; while those boys whose parents' circumstances, and whose destination in life enabled them to be retained at school for a longer time, get the benefit of that to which I myself attach immense importance, namely, a thoroughly good classical education.

8958. The class of boys you speak of is, I apprehend, exactly what we have to deal with?—Yes.

8959. (*Lord Lyttelton.*) You mean, generally speaking, boys who leave not later than 16, not with a view of going to any college or university, but of entering upon the business of life?—Yes; but the destination of them on leaving, either for college or business, does not affect the principle for which I am now contending, because I believe (of course I am speaking only as to my own personal conviction), that boys leaving at 17 for the university would be better trained in classics upon my plan than they now are.

8960. With regard to this middle class, with what precise object do you attach value to the study of classics?—Because it improves the mind. It cultivates the intellectual faculties generally, and it enlarges a man's acquaintance with what has existed in past times. I do not think that we ought to cut ourselves off from the past because we are mainly occupied with the present and tending towards the future. I believe that the present, and the future too, grow out of the past, and I need not, to your Lordship, dwell upon the immense and varied advantages which may be derived from classical studies if they be well conducted, but I complain that at present the benefits are not received, that there is an enormous expenditure of time, labour, and money, and the results are extremely unsatisfactory. If, for example, a great constructor of engines or of machines were to declare that at the end of all his efforts

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some five or six out of a hundred of his machines were alone workable or useful, he would be considered a bungler in his craft, and I think that education has produced a result not better than that which I have supposed in the case of the engineer.

8961. With regard to the study of language, the knowledge of grammar, and especially in reference to the knowledge of their own language, do you attach much importance to the study of Latin in that respect?—I do.

8962. Do you think that in that one view it would answer those purposes if not begun earlier than 13?—I think that the knowledge of grammar might be acquired—but not perfectly, because no knowledge is perfect, but to a very large extent—from the study of our own language; I would have the teacher a classical scholar, but that is quite a different thing. The teacher should be a classical scholar and should have in his mind those notions of grammar which classical instruction can perhaps best give; but having those in his mind he can use and ought to use the vernacular as the means of conveying to his pupils the notions of grammar; and then, if the knowledge of grammar derived from English itself were corroborated and illustrated by constant reference to such of the modern languages as might at the same time be taught, say French and German, especially German, I think an immense amount of good might be done in the case of those whose means did not allow them to learn Latin and Greek, and even in the case of those who would subsequently turn their attention to Latin and Greek. The question of priority is not a purely chronological one. It does not follow that because Greek and Latin existed before French, German, and English they should be studied first. I think that is an error in education, and the same thing applies to history. We have in our schools devoted an immense amount of time to the earliest and most ancient history which would have been far better employed upon more modern history, the ancient history being left for subsequent research.

8963. Then you do not hold the opinion that, with a view to learn the principles of grammar, and of their own language, it is essential to begin at an early age to teach Latin?—I do not.

8964. With regard to Greek, confining yourself to those who do not go to the Universities, do you think it is advisable to introduce Greek into middle-class education for boys between 13 and 16?—I would wish to do so certainly if it were possible. It is a question of the arrangement of the school studies and of the time that may be available for it. Latin and Greek are not precisely in the same situation, and though I feel and cheerfully acknowledge that Greek has many claims, some even greater than those of Latin, yet upon the whole Latin seems to me to predominate, or that it ought to predominate and to take the earlier place.

8965. Do you think, generally speaking, that, with average boys, their study of Greek is of any use to them?—After three years I should think a fair and even considerable knowledge of Greek might be acquired. Allow me to say that by a fair knowledge of Greek, I do not mean the power of writing Greek iambics or Greek prose, but of reading with interest and advantage the writings of Herodotus, Thucydides, and even the Greek dramatists.

8966. You would practise boys in translation from Latin into English?—Unquestionably, to a large extent.

8967. Would you practise them in writing Latin?—If there were time.

8968. Do you think there is time?—I should doubt that.

8969. You would give them an intelligent knowledge of Latin, so as

to be able to read books?—Yes. In a word, that whatever they learn they should feel an interest in, and be able to turn to a useful account. By useful, I do not mean in making money, but in the development of their intelligence.

8970. With regard to other languages, would you teach them any modern language before the age of 13?—Certainly, as early as it could be introduced, say about 8 or 9; and for this reason, that there is a practical distinction between the modern and the ancient languages. The ancient languages can be taught only by the grammar and dictionary in the main, whereas the modern languages can be taught by oral intercourse, and a judicious teacher in a school will be continually conversing with his boys. Then there might be arrangements made into which I will not now enter, by which greater facilities might be given for that sort of work.

8971. (*Sir S. Northcote.*) Then do you think it desirable that boys should commence the study of language, so to speak, conversationally, and not upon principles of grammar?—That they should begin conversationally.

8972. Would you defer the study of the principles of grammar till the age of, say 12 or 13?—No; I have already said that I would have the teacher himself a classical scholar, qualified and disposed to convey a knowledge of grammar to his pupils through their own language, and the same thing applies to the French and German languages. I merely say that the conversational instruction might be at the beginning, but I would teach the grammar as I went on. I think that the grammar is learnt in classical schools by rote, and of very little use, but the principles of grammar should be developed to the pupils as occasion arises. I would not separate the speaking of a language from the grammatical study of it. I would only give the conversational part of it a little priority, working in the grammar from day to day as opportunity arises.

8973. Then you do not consider that boys between the age of 8 and 12 are incapable of learning the principles of grammar, or that it would be a waste of time to teach them?—Not if it were done intellectually, but decidedly if it were done by rote, by committing rules to memory.

8974. Do you think it impossible to conduct the teaching of Latin and Greek and the principles of grammar in Latin and Greek upon intellectual principles?—I do not think that it is impossible, but it is not possible to do two things at once very well; that is to say, you have only a limited time. The conditions of this question are confined to the period as I understand between 8 and 12. Now it is impossible to teach all these things between 8 and 12; and the question arises, what can you best teach, and how can you best teach that which you wish to teach? I admit it is desirable that every boy, whatever his destination should be, should understand as thoroughly as possible the principles of grammar; and in the case of those who, for reasons I have already mentioned, may be supposed to be incapable of carrying on Greek and Latin studies to any useful point, the knowledge of grammar should be conveyed to them, firstly, from their own language, and, secondly, from such modern continental languages as they have opportunity or time to learn.

8975. So that in the case of boys whose education was to terminate at 14 or 15 you would not teach Latin at all?—Not before the time I have mentioned. I said, I think, 13, but I am not particular about a year.

8976. Do you think it will be worth while for a boy whose education is likely to terminate at 14 or 15 to begin to study Latin at 13?

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—Not at 13, if his education were to terminate within a year of the time, but I think a great deal might be done even in two years in the case of a lad whose intellect was previously well cultivated and in whom a disposition, as well as an ability to learn, had been fostered by his previous training. I do not wish to say that it would be well to do it if there were only a year left to do it in; the time might be better employed. I may mention cases I have had of lads coming to me at 14 utterly ignorant of Latin or Greek, who between 14 and 16 have made very fair progress indeed in both, and especially in Latin. I may mention that in the University of Edinburgh nothing is more common than for lads to come up almost from the plough tail to the University, not having had the benefit of a high school or academy training, but having a strong determination to make themselves teachers or ministers of the gospel; and in a very short time, by great labour willingly bestowed, they have overcome the difficulties of the absence of earlier education, and taken prizes over the heads of those who had the benefit of what is called classical instruction in their early years.

8977. The point on which I wish first to get your opinion is this, Supposing that there were plenty of time, and supposing that it were not thought of importance for boys to learn modern languages early, do you consider that it is absolutely undesirable that boys should begin the study of Latin at the early age of 8 or 9?—There is a supposition there which I can scarcely admit, namely, that it is not of importance that they should learn the continental languages.

8978. The way in which you stated your views to the Commission seemed to me at first to be this, that the earlier years of a boy's life were not years in which the reflective faculties can be so well cultivated as the observant faculties, and that you would give the preference to the cultivation of the observant faculties by the study of natural science. I do not understand now from what you have said that you would confine the education of the boy to the education in natural science, but you would introduce a certain amount of grammatical teaching also; is not that so?—Quite so, and for this reason that though I have spoken of the priority of the development of the observant faculties I did not mean to say that the reflective faculties do not exist at all up to a certain time and then start into being. I believe that they are going on being developed but in different rates of progress so to speak, that at the time of life when the observant faculties have obtained a very considerable power, and are craving for exercise, the reflective faculties are comparatively feeble and dormant.

8979. Does it come to this, that you consider it desirable that boys at that early age should be both cultivating natural science and learning grammar, and that, inasmuch as you think they cannot be learning more than a limited quantity of grammar at one time, you would give preference in point of time to the modern languages over the classics?—Yes; coupling with them always the vernacular.

8980. Then it comes merely to an arrangement in point of priority as between Latin, we will say, and the modern languages?—Very much so.

8981. Supposing it should be considered that there were advantages in commencing the study of modern languages at a later period of life, would you object to the Latin being taken before the modern languages?—Yes; for this reason, that the boys of the schools with which this Commission is concerned do not remain beyond a certain period, and if they do not get the continental languages before that period they do not get them at all. Now I put the question to myself in this way; if we can have continental languages and Latin and Greek together, by all means let us

have them; but if we are to choose between the two, and give up either, I would rather give up the Latin and Greek than the continental languages for the class of boys who are concerned.

8982. Taking the case of boys whose education is likely to close about 14 or 15, you would give up Latin altogether?—I have already answered that question. (See 8976.)

8983. You do not think it probable that boys whose education is likely to close at that age, if they were well taught in Latin up to that age, would learn the continental languages for themselves afterwards?—They might or they might not. But I am speaking of what the school ought to do for them.

8984. But by the hypothesis, the school work is to close at an early age, 14 or 15, after which the boy might be able to do something for himself. The question is, what is the best employment of the school period? Do you think it likely that a boy who had been taught the modern languages up to that period, and not any Latin, would begin Latin by himself after leaving school?—I think it improbable.

8985. Do you think it probable that a boy who had been taught Latin up to the age of 14 or 15, and not modern languages, would of himself acquire modern languages?—That would depend on the inducements that might arise in an individual case, and even admiting that an inducement might arise in an individual case, he would begin the study of them under a difficulty, because, as is well-known to everyone who has tried to learn French and German in his later life, there is great difficulty in acquiring them, especially as regards the speaking of them, which is an important part of the language as regards its practical use in after life.

8986. (*Lord Lyttelton.*) At what age do you think they should begin the study of physical science?—I think they might begin at the age of 8 or 9. May I be allowed to add a remark in answer to what was said by Sir Stafford Northcote, because I do not wish it to be altogether understood that I wish to exclude Latin entirely in all its bearings. I think a great deal might be done in the way of tracing the etymologies of English words to their source, and in that way, with working in a considerable amount of knowledge of the words of Latin you would be throwing a very important light upon the history, the structure, and the use of English words; and I know as a fact that that kind of instruction to which I am now alluding is very much neglected in classical schools while it is very largely attended to in schools for girls, especially in Scotland; and in schools even for the poorer classes such as the sessional and parochial schools in Scotland.

8987. (*Lord Taunton.*) You mean in schools where there is no intention at all of teaching Latin?—Where there is no such profession, but still that kind of instruction is usefully given.

8988. (*Dean of Chichester.*) You have stated that you would not force the young mind too soon. Are you of opinion that the competitive examinations now so prevalent at an early age are good or bad?—I should say bad.

8989. What would you call an early age?—That is the difficulty. I think before 16 is an early age.

8990. (*Mr. Acland.*) By competitive examinations do you mean examinations for admission to public schools?—I mean any examinations which have the effect of excessively stimulating the industry of the young; that there is a danger to health and a danger to the mind itself.

8991. What is your opinion of the junior examinations conducted by the Universities under the name of local examinations?—Having given

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very considerable attention to that point, I may say that the conclusion I come to is that the senior examination should be the only one; that a university examination will be extremely useful in testing the attainments of a boy at the time of his leaving school, but not sooner; that the university examination should be as it were the point to which the school should aim; and that when a boy is leaving school his attainments should be certified or tested by an examination of a higher authority.

8992. What would you do in the way of an examination in regard to a large class of boys who leave school at about 15, if you were to abolish the junior examinations which are very much intended to meet the case of boys who do leave school at that time?—My remark applies chiefly to those who are not leaving school. I do not so much object to a junior examination for those who are leaving school, though it favours the leaving of school prematurely.

8993. (*Dean of Chichester.*) Do you think that the memory ought to be exercised at an early period of life?—I am very jealous of any exercise of memory apart from the intelligence and the observing powers. There seem to me a great many kinds of memory. There is memory for tunes, memory for words, memory for objects, memory for places, and so on; and these different kinds of memory are better exercised through the faculties that relate to them. In other words, memory is a reservoir into which the other faculties pour their contents, and in order to store the memory properly you must exercise the other faculties.

8994. (*Lord Taunton.*) Do you think there is no advantage in committing to memory early in life fine verses of Homer or fine odes of Horace, and so forth?—If those odes and verses are understood I think there is a great advantage, but if they are not understood I think it is a great disadvantage.

8995. (*Mr. Acland.*) Do you not think that the committing to memory of passages of easy poetry which a child can appreciate advantageous?—Certainly, if understood. That is the point on which I go. The Commission perhaps is aware that in theological instruction, for instance, it is contended by some that it is a very good thing to make boys and girls commit to memory the words of the Catechism without their understanding them, because it is hoped that afterwards they will understand them. I may mention that only a few weeks ago in Sheffield one of the Assistant Commissioners told me of a school, which he did not name, where the head master told him that that was his plan in teaching the Catechism to his boys. They were taught it without any explanation at all, and then afterwards it was hoped that they would come to understand it.

8996. (*Dean of Chichester.*) That applies to Latin grammar?—Yes.

8997. (*Mr. Baines.*) I believe that the day-schools in connexion with the Liverpool Institute arose almost under your superintendence?—To some extent they did.

8998. They were very low, I think, when you became the secretary, and they rose to a very high figure before you left?—I should not wish any rise to be attributed exclusively or even mainly to my management. The fact is partly as you say, but there were various causes which I think were greatly contributive. I may say I set on foot the girls' school. The others I merely helped up. Of late, I believe, the schools have prospered more than ever.

8999. Did I understand you to say that you would never introduce the principle of competition with younger children?—No, I did not say that.

9000. Will you please express a little more precisely how you would introduce it, and to what extent, in the case of younger children?—That opens the whole question of the internal management of a school. I rather misunderstood the question of the Dean of Chichester perhaps. I understood the reference was to the university examinations, and secondly to the competitive examinations for the civil service and so on.

9001. You do not disapprove of competitive examinations in schools, those which are sometimes so conducted? I may allude to a local institution, the West Riding Educational Board. There they have examinations in elementary subjects and they have been found, I believe, to be very useful. You do not disapprove of competition when it is not unduly stimulating, and when not applied to subjects which you think above the age and capacity of the children?—No; I should not wish to object to them. At the same time I consider them as a kind of educational crutches, so to speak,—that they are a stimulus alien to the legitimate business of education, and that they are intended to meet the necessities of a difficult case. I do not object to them in principle.

9002. In boys whose education terminates about 14 I think I understood that you would not prevent their learning Latin, say for the last two years, when it was probable that their education would terminate at about 14 or 15?—No, I would not prevent it. (See 8976.)

9003. Inasmuch as it is extremely valuable, as being the foundation of all the modern languages of western Europe?—Yes.

9004. (*Mr. Acland.*) You speak of the importance of children being interested in all they learn, and you think it undesirable to stimulate that interest by competitive examinations. Would you explain what is your own view of the right way of interesting children in their work, so that they shall do their work as well as the teacher?—That leads me to go back very much to what I have already said. The kind of instruction given to young boys being, as I think, unsuited to their stage of intellectual development, the teacher is obliged to stimulate their zeal by some alien or secondary motive. If the instruction were more congenial to their state of mind, that would be less needed, perhaps not needed at all. Now, in some of the best schools for young ladies that I know of there is no competition whatever, and the attention in the case of all is exceedingly good. I am going this afternoon to a school at Clapham which I am in the habit of visiting, and there the conduct is excellent, and the attention and progress are uniformly good, with, of course, individual variations, which will always exist; but there is no honour held out to any one which all may not obtain.

9005. What is the age of the pupils of whom you are now speaking?—From 10 to 18.

9006. Do you think that girls are more easily interested than boys?—I should say that they are less liable to be distracted than boys.

9007. Are they less anxious for more muscular movement?—I think so.

9008. (*Lord Lyttelton.*) Do you think the principle of competition is less suitable for girls than for boys; that there is something in the female character or constitution to make it so?—I think that girls are perhaps liable to be too much excited by competition. Perhaps I may be allowed to add to what I am saying, that having had considerable experience in teaching girls, both privately and in public schools, I have found girls sitting up all night to prepare exercises.

9009. (*Mr. Acland.*) To go back to the question of Latin; I understand you to say that Latin would be better known if postponed to a

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later course in life. You are aware, generally, of course, of the way in which the classics are taught to young men who are going to the universities. Are you of opinion that a great deal more time is spent in learning Greek and Latin than is necessary for making men thorough scholars up to the standard of the university examinations?—Unquestionably; and I am not alone in that opinion.

9010. What number of years do you suppose it requires under the present system?—I myself began classics at the age of 7, and I carried them on till about the age of 19, and indeed longer with the university course; that was 12 years I devoted to them. I am confident that in three of the later of those years I should have made more progress than I did in all the 12, and a large portion of my classical knowledge I had to acquire afterwards.

9011. You are of course aware that a great part of the time now devoted to classics is devoted to acquiring by memory exceptions and minor details, rather than principles?—Exactly so.

9012. Do you think that that time can be very much shortened?—Very much shortened.

9013. I understand you to say that it is not uncommon in England to occupy 15 years in the study of Greek and Latin?—Yes.

9014. You think that might be reduced very much?—By two-thirds.

9015. It might be reduced to five years?—To five years at most.

9016. Do you think that a man at the end of those five years, if the time were well spent, might be as good a scholar as any man who attains the highest classical honours in the University?—I think so.

9017. I understand you to say that a short course of Latin might be very useful to persons in the middle classes whose education must necessarily terminate at about 17 or 18?—Yes.

9018. I want to ask you if you think that the course of Latin might be still more abbreviated in their case by altering entirely the method in which it is taught, so as to give it a more direct bearing on modern thought and modern language?—Certainly.

9019. Would you explain any views you have as to that?—For instance, the crude form system, as it is called, I think would be an immense improvement upon the ordinary style of instruction. I would abolish all mere *memoriter* acquisition of rules. I would have everything taught by reference to principles, so that the memory and the intelligence should go together. Then if the instruction were deferred to a more advanced age on the part of the pupils there would be an intelligent interest taken in every step, instead of so much being crammed by main force into a boy's mind, for which he sees no use, and of which he does not understand the bearings. He would at each step comprehend the purposes of what he was learning; he would feel that every day, every hour, he was making progress, and as Quintilian says, it is as natural for the human mind to learn as it is for a bird to fly or a fish to swim.

9020. You think that the result would not necessarily make the men what you would call perfect scholars, but more intelligent Englishmen?—More intelligent Englishmen and not less perfect scholars. I do not think perfect scholarship is compatible with intellectual torpor or want of intellectual development generally.

9021. Would you mention any books or any institutions in which you think the method which you describe is well exemplified?—I do not know any place where it is thoroughly acted upon, for this reason, that public-school teachers are bound down by the charters of their constitution, and private-school teachers are obliged to obey the wishes of

the parents, and the parents again are anxious that their sons should keep pace with other parents' sons who are undergoing other kinds of instruction, so that it is extremely difficult to find a school in which this kind of instruction can be put to the test. I may mention that there is at this moment about to be started a large college (the International), which will go on the principle of subordinating the classics to modern languages and to physical science, and the head of it is to be a man well known as a classic, Dr. Schmitz, the rector of the High School of Edinburgh, a man of great philological and classical learning.

9022. Where is that?—Near London.

9023. You have not answered my question with regard to books. Can you refer to books in which these methods are well explained?—I do not know any book in which that plan is worked out in detail. I know there are books on the crude form system, for instance, and I could point to books in which the plan is maintained theoretically, but I know none where it is worked out practically.

9024. What I mean is that the connexion between Latin and English should be made an instrument of education, without the attempt to make the man a perfect classical scholar?—That is quite my idea.

9025. You spoke of natural science, or rather, you spoke of educating the observant faculties, and some of your interrogators spoke of natural science. Do you think it is exactly scientific knowledge which you would give to boys, or merely calling out their observant faculties?—I would make the one the instrument of the other; let them observe and explain to them what they have observed. In a school at Peckham, where boys are educated on that principle, the principles of botany, for instance, are explained to them. They are continually bringing plants to their teacher to ask him what they are, to what class they belong, and they are there furnished with subjects of interest, not only in school but in leisure hours; and so it is with other things. They bring him insects and various natural objects, anxious to know all that he has to tell them about them. Then again, there are two kinds of physical science, that which consists of pure observation, as natural history; and then there is experimental science, which is a stage above that, inasmuch as the second exercises the reflecting faculties much more than the first. The one would lead naturally to the other. What I have said about botany or entomology is an example of the one, and chemistry is an example of the other.

9026. Though you think that the reflecting faculty is not healthily exercised by language, especially by classical languages, at an early age, you think a certain amount of reflection may be healthily exercised through the sciences of observation?—Certainly; one I should wish especially to mention, and that is the knowledge of the human structure itself, of which every one contains a type in himself, and the applications of which to the preservation of health are so immensely important.

9027. Do you know any institution in which the natural sciences are really used in the way in which you think best?—Yes, in Mr. Shields' school at Peckham, the Birkbeck School, where there are above 800 pupils, boys, girls, and infants, from the age of 4 up to perhaps 16 or 17.

9028. (*Rev. A. W. Thorold.*) With respect to arithmetic, at what age do you think it should be commenced in schools?—I have not given the point any special attention, but I should think that at from 7 to 9 it might be begun very well.

9029. What is the special value which you consider it to have on the mind of a child, independently of its practical use?—I think it is a means of intellectual training if it is taught rationally, as it ought to be, and as it is in many schools now.

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9030. With respect to drawing; do you consider that important in bringing out the observant faculties?—Extremely important. I would have every boy, if possible, taught to draw as well as to write.

9031. At what age?—A child may be observed to begin for itself at a very early age, and I would begin as soon as a child goes to school at all.

9032. Say at eight years of age?—Yes, and younger. I would not allow any limit of age except its coming to school. As soon as it comes to school let it begin, in its childish way, to learn to draw.

9033. (*Lord Lyttelton.*) Compulsory on all children?—I would except those individual cases where there was an absolute deficiency, but such cases are extremely rare; for example, allow me to say that in the Liverpool Institute, where we had nearly 1,000 boys, 700 in one school and 250 in another, every boy was taught drawing; and in the course of the eight years I was there I do not think there was an exception made in the case of 10 boys altogether. So in Manchester.

9034. (*Rev. A. W. Thorold.*) Do you attach any importance, where there is an opportunity for such a thing, to their sketching from nature?—Certainly in a more advanced stage. I think it might be done on half-holidays with great advantage.

9035. And in drawing lessons you would include not merely buildings but objects from nature?—The teaching should be mainly from objects.

9036. (*Dr. Storrar.*) What are the sciences that you would particularly address to the minds of boys before the age of 12 or 13?—Botany, entomology, the elements of geology, and also chemistry, but above all human physiology, not understanding it in the purely technical sense of physiology, but the bodily structure generally. At an advanced age I myself attended anatomical lectures, physiological lectures, and went through a whole course of dissection, on purpose to qualify myself, so far as I could, for giving this kind of instruction in schools; and I have done so to a large extent simply from the conviction I have of its importance, and my experience shows me that it is capable of being made extremely interesting to the young of both sexes.

9037. Could you venture to expect that you would succeed in communicating more than the simple facts of observation to boys of that age, under 12?—Yes, certainly, as exemplified again in Mr. Shields' school at Peckham. His lectures for example on a candle or on soap trace the progress of the elements of which each is composed up to its result, and in that case the reasoning is carried perfectly along. There is no step taken that is not understood. They are not told that certain things make certain things and that they are to commit them to memory, but they follow the process.

9038. Can he do anything in the way of communicating the doctrine of equivalents in chemistry?—Yes, certainly.

9039. (*Mr. Forster.*) I think, although your own experience of teaching of late years has been chiefly with what may be called the upper middle classes, your attention to education has led you to consider the position of the middle classes generally with regard to it?—Yes.

9040. Does that enable you to give us an opinion as to the length of time to which we may hope that the children of the lower middle class,—tradesmen, shopkeepers, and farmers—will be able to remain at school, when the parents have become alive to the advantages of education?—I do not think it is likely that they will remain after 14 or 15, I should rather say 14 than 15.

9041. You are aware that it makes a great difference whether it is 14 or 15?—Surely.

9042. Do you think it is reasonable for us to hope that of that class

we could expect them to remain beyond 14?—Not soon. I believe that in proportion as education is diffused amongst society, there will be an increasing desire on the part of parents to keep their sons at school, but until that general feeling for education and the knowledge of what it is are spread through society, we cannot expect that the existing period of school training will be much lengthened, and that period, I am afraid, is nearer 14 than 15.

9043. I suppose I should be right in thinking that the generality of boys at commercial academies leave at 14?—I should think they do.

9044. As to those boys who stop only up to 14 I rather gather that you would recommend that they should be taught Latin for two years?—Yes; I should not object to that being done.

9045. Would you recommend that all those boys be taught physical science?—Certainly.

9046. You stated what you considered to be the advantages of Latin, but I also understood you to say that if it came to the choice and you were obliged to choose you would choose modern languages, meaning, I suppose, French and German, rather than Latin?—Yes.

9047. Upon what ground would you do that?—In the first place because they are more useful in the subsequent affairs of daily life; in the second place because they open up to us enormous and ever increasing literature of every kind and variety of interest of our own day; and thirdly, because I think in judicious hands they are capable of being made extremely good vehicles of grammatical, philological, and æsthetic instruction. In the hands, for instance, of such a man as Arnold the study of French and German classics would be made almost, if not quite (and I think I may drop the "almost") as efficient *media* of instruction as Latin and Greek authors themselves.

9048. Then the argument often alleged in favour of Latin as against the modern languages, that it is the best and almost the only way of training the intellect, has but little force with you?—I do not believe it at all.

9049. You would consider that in so far as that at present is the case it is the fault of the teachers rather than of the system?—I should not wish to use the word "fault," because I do not think they are in fault; but they have learnt certain things and they can only teach what they have learnt. Not having had their attention directed to other things they do their best to teach that to which their attention has been directed.

9050. Can you tell us from your own knowledge of the wishes and feelings of the more intelligent parents, whether or no it is the case that they would lay very much greater stress on the modern languages?—Having had occasion to travel largely over both England and Scotland, I may say that that is a very prevailing feeling, and I think it is on the increase, that they are very anxious that their sons should learn the continental languages well so as to be able to use them. Their interest in the matter may not be very intelligent, not as much as might be wished, but that is their feeling, and parents frequently come to me and they say, "We are willing to pay anything for the instruction of our "sons, tell us where we can send them, for we cannot get what we "want."

9051. I suppose you would consider it to be the case that from the greater communication between England and the continent, the knowledge of French and German is more wanted?—It is more wanted.

9052. I think I understood you to say that you have been a good deal on the continent of late?—Yes.

9053. And, I suppose, have made the education on the continent an

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object of study?—Not of very profound study, for I may say that for many years while I was there I was in a state of profound hopelessness as to home education, and only directed my attention casually to the institutions there.

9054. Have you studied it sufficiently to be able to answer this question, whether the education given to the class in France corresponding to the lower middle class in England is as much of a classical education as is professed to be given with us?—It has been hitherto.

9055. In France I suppose there is quite as great if not a greater want of study in foreign modern languages than in England?—Yes, but that is being rapidly repaired under the arrangements of the present Minister of Instruction. You have asked me about France; in Germany the case is different. There is more instruction given of the kind that I should desire to see, in the Real Schulen—there is a great deal more attention paid to that sort of thing.

9056. Is it the case in continental schools that modern languages are taught before Latin?—No, they are taught simultaneously; as a rule, they do not precede Latin.

9057. (*Mr. Acland.*) Have you had occasion to observe the effect of the way in which the French teach their own language as a means of education?—I have not had any experience of that.

9058. (*Mr. Forster.*) If we were forced to choose between physical science and the classics for boys who have to leave school at 14, what decision would you make then?—If I were forced to choose I should choose physical science.

9059. Upon what ground?—On the ground that I believe physical science possesses much greater variety of usefulness and a greater extent of usefulness. I believe it to be in itself the great means of training the mind; but observe, the difficulty I have in answering this is, that the antagonism is rather partial. You put physical science against classics. If I am to choose between the two I should prefer physical science, but then upon this understanding that the vacancy left by omitting classics would be supplied by the vernacular and continental languages. I should regret the linguistic studies being entirely left out.

9060. Your own experience as a schoolmaster leads you to think that there is no real ground for the statement that is often made, that physical science does not give an opportunity for training the intellect?—Certainly, I do not think so.

9061. You did make use of it in your school?—I have done so, but not to such an extent as I would do now if I were a schoolmaster. My views have grown as I have grown older.

9062. We have had one or two witnesses who have dwelt a good deal on the advantage of what is called social science; have you any opinion upon that subject?—Yes; I could say a good deal upon that, because I have devoted myself to that with great attention for the last few years. I have given courses of lessons upon that subject. For instance, last autumn I gave a course of 32 lessons to a class of 80 young ladies. The course lasted four months twice a week. I received very pleasing tributes of gratitude; I do not mean in a pecuniary form, but in the form of memorials and written addresses, as to the benefit that was received by those pupils from the lessons. They were in the Socratic mode, an exposition of the economical constitution of society, showing how people are fed, how they are clothed, and what must be done in order that society should be held together, how it is that the wants of society are met, and how it is that society not only continues to exist but advances in prosperity.

9063. Returning to the time of the boys leaving school, because that

is very important, I suppose you would consider that all merchants' sons, and leading manufacturers' sons, as a general rule would stay up to 16 and 17 ?—Yes, it is probable.

9064. Would you draw a line (speaking of course generally of classes and not alluding to particular cases) between merchants and manufacturers on the one hand, and tradesmen and farmers on the other hand, as to the time at which they leave ?—I think that the educational wants of the two classes which you have last mentioned are likely to be less extensive than those of the two former; that the children of tradesmen and farmers are more likely to leave school early than those of merchants and manufacturers.

9065. Then for those who stay longer you would recommend in all cases not only Latin but Greek also ?—Greek so far as it is possible; Latin, certainly.

9066. You would not, I suppose, at all recommend to boys who were to leave at 14 that they should learn Greek ?—No; I should not wish to attempt it.

9067. Have you formed any opinion as to the comparative advantage of a day school and a boarding school for what may be termed the lower section of the middle class ?—Yes; I have thought a great deal on that point, and I am quite convinced that a day school is preferable wherever it is possible. I may perhaps be biassed in that belief, because I was myself brought up in that way. In Scotland there are large day schools, and it is almost universally considered there that the boarding-school system, which takes a boy away from his parental home, is a disadvantage to him; that the perfection of education, so to speak, is a good school combined with a good home; that if you have good teaching in a school for six hours a day, and then the home influences after that, you have the utmost that can be desired; and that the boarding school is only available, or at least desirable in cases where, from the peculiar circumstances of the parents, the instruction cannot be obtained at home.

9068. Is it or is it not the case also, that we could hardly expect that the parents of the lower middle class would be able to afford to send their children to a good boarding school ?—Large boarding schools are now being made so extremely cheap by those charitable institutions, the county schools (which I, for one, deplore), that there is no saying what may be done. I see advertisements of schools at 17*l.* a-year, everything being furnished in the way of food and teaching. Now that may be done by endowments or by charitable subscriptions, but the consequences of that must be to drive out of the field every well-qualified private schoolmaster who cannot afford to do anything of that kind; so that these recent inventions, which are intended perhaps *bonâ fide* to promote education, seem to me to have the unavoidable and direct effect of injuring it.

9069. (*Lord Lyttelton.*) To what county schools do you refer ?—I am referring to such movements as have been going on in the south of England, large boarding schools, and, in fact, to the efforts which are being made to extend to the middle classes what are called the advantages of the public schools.

9070. But in what sense are those schools charitable foundations ?—Because they are mainly supported, as I understand, by private subscriptions, that is to say, that the fees paid by the pupils do not cover the expenses, and certainly not as regards the buildings.

9071. Is it not the case that the buildings are provided by subscription, but that the current expenses are not intended to be so defrayed, that the school is intended to be self-supporting ?—That I consider

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to be a difference rather of detail than of principle, because either way the private schoolmaster is driven out of the field.

9072. (*Mr. Forster.*) I suppose you, as an old private schoolmaster, would consider that you would have very little chance of competing against a rival whose building was furnished for him gratuitously?—I think I should be at an unfair disadvantage, and that though my plan of instruction might be greatly superior to that furnished at the other place, yet I should be unlikely to gain pupils.

9073. (*Lord Taunton.*) Do you think there are no countervailing advantages in a school of a public character where the pupils are boarded, which are to be set against the absence from home at a certain part of the year, which may apply to children of the humbler classes as well as to those of the higher classes of society?—I am not prepared to state that there are no advantages, I only say that I do not know what they are. In this world we are obliged, generally, to choose between the greater and the less, the better and the worse; but it is probable that each system has its own special advantages; what they are in this case I do not know.

9074. (*Mr. Forster.*) Do you think it is at all possible, looking to the population of England and to the enormous number of the middle class, especially of the lower section, and their circumstances, that we can ever hope to meet their wants of education by boarding schools?—I do not see why not, where day schools are unattainable.

9075. You think boarding schools could meet them?—I do not see why not.

9076. And that we should get rid of day schools?—I refer to day schools in a town. I said just now, in answer to a question, that I gave the preference to day schools over boarding schools wherever day schools could exist. Now, day schools can exist in any town of moderate proportions. You have, then, to deal only with those parts of the country which are more or less remote from towns, and I think the wants of such districts as those can be met by boarding schools.

9077. (*Lord Taunton.*) You think there is room for both systems?—I think there is room for day schools in the town, and for boarding schools in the country.

9078. (*Mr. Acland.*) Can you, from your experience of a great number of schools that you are connected with at the College of Preceptors, give us something like an estimate of the lowest possible cost upon which you think a boarding school for a respectable farmer's sons can be conducted, securing an adequate remuneration for the teaching as well as the boarding?—There are boarding schools at from 25*l.* to 30*l.* a year.

9079. Do you think that at that price there can be an adequate sum for the payment of teachers?—Not unless the number of pupils were greater than it is probable in any individual case they are.

9080. What would be the smallest number which you think would be remunerative at 25*l.* a year?—That is an arithmetical calculation which I am not prepared to say I have made. I should not myself like to have a school at which the fees were anything like 25*l.* or 30*l.* a year. I think there are many schools where the fees being at that rate there is a perpetual struggle for life. The teacher is uncomfortable and uneasy in his circumstances, and he is not able to give the pupils the kind of instruction that he himself would wish to give, or to pay the masters as he ought, and as he wishes.

9081. Supposing a school of 100 boys, taking the sons of farmers not of the highest class, but men farming from 200 to 400 acres, what do you think is the lowest sum to cover all charges which would supply an

adequate staff of teachers?—I think a school of 100 boys at 30*l.* a year might be maintained.

9082. The master providing his own building?—The master providing his own building.

9083. Out of that how much should you think would go in the actual payment of teachers, including the master himself?—I must confess my inability, on the spur of the moment, to answer that question.

9084. Could you at all, from your knowledge of schoolmasters, state whether the average rate of charges for such schools as I am indicating is not rather above 30*l.*?—Yes, it is.

9085. (*Mr. Forster.*) Having been at the High School at Edinburgh, you can say whether it is the case or not that all classes attend that school?—It used to be the case, but it is not so much so now.

9086. Was it at the time when you were there?—It was; but in a smaller degree than it had been the generation before. Since the Edinburgh Academy was started in 1824, the social standing of the pupils in the High School (which is the borough school, the magistrates being the patrons of it), has declined. The Edinburgh Academy was started by what would be called now a proprietary body, of whom Lord Cockburn, Mr. L. Horner, and others, were the chief members, and they made it a higher kind of school, as it were; at least a school that aimed at a higher class of pupils. They got masters from the English Universities, and they acquired a *prestige* which the High School lost just as they gained, and from that time till now the children of the upper classes, the nobility and the higher gentry, have frequented the Edinburgh Academy much more than the Edinburgh High School.

9087. Is it still the case that there is in the High School what would be considered a considerable difference of class, children of artisans and children of shopkeepers being in it?—Yes, because the fees are low.

9088. Is there any bad social effect resulting from that?—I do not know any evil effect resulting from that.

9089. (*Sir S. Northcote.*) As a general question, following that up, from what you have seen of English education do you think that any movement in the direction of bringing different classes together into one institution in England would be likely to be successful?—I am afraid that it would have very strong prejudices to encounter. It has my entire sympathy, but I am afraid it would have strong prejudices to encounter.

9090. (*Mr. Forster.*) One prejudice being the social distinction between classes?—Yes.

9091. Is it not the case that that distinction exists to quite as great an extent in Scotland as in England?—In Scotland the feeling used to be rather against it, because in the parochial schools children of all classes mingled freely, and the same feeling prevailed to a large extent, but to a less extent with the upper schools; and then the High School of such places as Edinburgh, having the *prestige* of connexion with the corporation, the provost and the magistrates being the patrons of the school, attending its examinations and so on, that sufficed to keep up a feeling that it was a high school, and a high-class school.

9092. What I meant was this, is it not the case, not in education merely but in society generally, that the distinction between classes, the class feeling, exists quite as strongly in Scotland as in England?—Yes; and it is on the increase.

9093. That being the case, if it has been found possible in Scotland to amalgamate the classes at schools, does not that give reason to suppose that the same thing could be done in England?—It gives a reason for hope.

9094. (*Sir S. Northcote.*) Looking to the large number of the sons

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of the upper classes who now enter professions, which are not exclusively liberal professions, and looking to the kind of education which many of these young men require, do you think it probable that if good colleges were established for teaching those branches of education which are most important to such professions, as the engineers and others, that would lead to an amalgamation of the upper and middle classes with a view to their future pursuits in life, and that in that way the social distinction might to some extent be broken down?—Do you mean an amalgamation before the period at which they go off to those colleges?

9095. No; I meant supposing the system of education were conducted more directly with a view to the training for those professions which are not what are commonly called the liberal professions, such as the bar and the church; do you think it probable that a good system of education administered in those colleges would bring together a large number of the upper and middle classes to share in the benefits of education?—In such colleges as you speak of I should think so.

9096. So that the tendency of such improvements in education as you have been hinting at, the introduction of more teaching of modern languages and of more teaching of natural science, might have a tendency to bring together the different classes of society in the same institutions?—I think so, and for this reason, which I will briefly state, that the predominance of classics in the higher institutions of our country entirely cuts off all sympathy with the classes next in gradation, because the parents of the boys in the lower stratum know that this is not the kind of thing they want, that it will not suit them, and, therefore, they lose all interest in and sympathy with the school.

9097. (*Mr. Baines.*) I think, speaking of the teaching of continental languages, you said incidentally that you had found a great many parents who were willing to pay a good price if they could get a school in which their children would be taught continental languages well?—Yes.

9098. May I ask whether you are of opinion that there is generally a disposition to pay a good liberal price for good education?—That I find very general.

9099. You believe that the secret is to have the good education, and that that will command a good price?—Yes; with the upper portion of the middle classes decidedly.

9100. Of course you think then that the middle classes are able to pay a good and liberal price, even higher than generally they pay at present, for the good education of their children?—Yes, I think so.

9101. (*Mr. Forster.*) You qualified that answer by saying the upper portion of the middle classes?—Yes.

9102. Do you think your answer will apply more to them, that you would not have the same confidence in the other portion?—Yes; though as we all know the difficulty is to say which is the middle and which the lower.

9103. (*Mr. Baines.*) Then you think it is quite possible from what you have said with regard to county schools, to commit an error in calling in charity to reduce the fees of schools too low?—Unquestionably.

9104. That whilst in individual cases perhaps you would admit it might be good, and might raise up a few large and useful schools, it might do a greater amount of harm by driving out the competition of a very great number of private schools?—That is my conviction.

9105. (*Mr. Acland.*) Would you state in reference to day schools or day scholars, what is the highest amount within your knowledge which is willingly paid by the upper middle classes?—I think I know

cases where 25*l.* is paid for a day school, and there are extras besides that. That makes the answer rather complicated because the extras amount to a great deal.

9106. Do you think that this Commission, for instance, might recommend measures proceeding on the basis of the willingness of a large portion of the upper middle class to pay that amount for a good education?—For a day school certainly.

9107. Looking at the opposite end of the scale, what do you think is the lowest amount for which it is possible to afford to the class above the National and British and Foreign schools, such an education as is suited to their position in society?—In the Liverpool institute where there were 700 boys the quarterly fee was 15*s.*

9108. Do you think that for that amount presuming a reasonably sufficient number of scholars an efficient education might be given?—Yes, in a day school. Observe in this case the fee was 15*s.*, but I should qualify that statement by this, which also connects itself with what Mr. Baines has said, that the building there had been provided.

9109. That presumes that in a school of 100 boys the payments would be 75*l.* a quarter; 300*l.* a year?—Yes, but there were 700 boys in that school.

9110. I put the case supposing even 100 boys in the school, the income of the school would be 300*l.* a year?—Yes.

9111. Should you think that for that amount a thoroughly efficient education might be given to the upper mechanics and small tradesmen?—No; not unless a building were provided.

9112. I am presuming the building provided?—I could not say that 100 pupils would be sufficient.

9113. Then you think that the school must have more than 100 pupils to make that possible?—I should think so.

9114. Still you do think that for a sufficiently successful school 15*s.* a quarter would really pay for education?—It resolves itself into a question of the number of pupils. Of course that must be taken into account in determining the rate of fees.

9115. I do take that into account. Supposing the school to be well filled you think we may proceed on the supposition that 15*s.* a quarter will pay for the teaching?—I do not wish to be captious, but the phrase "well filled" is ambiguous; at least, it conveys no clear idea to my mind, because a school may be well filled with 100 boys up to its capacity, and it may be well filled with 700 boys up to its capacity. My answer to the question as to fees was founded on the experience of a school that had 700 pupils, and it is quite obvious that that experience cannot be transferred to a school of 100 pupils. It is also obvious as an inference from that, that the rate of fees to be charged depends very much upon the number of pupils to be fairly expected in the school.

9116. (*Mr. Forster.*) I understood you to say that you thought there was great danger in this system of county schools that providing the building gratuitously might do harm by discouraging private schools. Would you consider also that that would apply to such a place as the Liverpool Institute?—It has the same tendency and only to a smaller extent because the accommodation is less superior to that which an ordinary schoolmaster could furnish.

9117. Would your feeling on that point be so strong that you would be opposed to the erection or the starting of an institute similar to the Liverpool Institute with the same probability of success?—No; if advantage were not taken of the possession of the building to reduce

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the fees to such an extent as to drive the private schoolmaster out of the field.

9118. Is it not almost impossible but that such an advantage will be taken?—No; I think it is not. For instance, in the Liverpool Institute the fees were not lower than those charged by the ordinary schoolmasters who taught boys of that rank. The only difference was that we could afford to have a greater number of boys and to teach them better, but we did not charge them less fees. That is a very important distinction. It is the driving the schoolmaster out of the field by a reduction of the fees that I am deploring.

9119. (*Lord Taunton.*) Are you of opinion that there is an awakened sense in the public of this country to the advantages of a good education and an increased appreciation of what a good education is?—Yes, I should think there is a tendency that way.

9120. Do you think it is a considerable tendency?—I speak with doubt, but that is my feeling; I have not a very strong conviction.

9121. I believe you are a Member of the College of Preceptors?—I am a Vice-President, and have been a Fellow for some time.

9122. Have any means occurred to you by which the *status* and qualifications of Preceptors generally might be improved?—Yes, decidedly; one point I think of immense importance, which is that all educational offices given by Government should be given to teachers as a rule, that there should not be persons put into the superior educational offices who have not passed through the anterior grades of education, or who, at all events, are not practically acquainted with the details.

9123. What do you mean by the superior educational offices?—I mean such offices as inspectorships. I know on this point there is a very strong feeling on the part of masters not only of the lower-class schools but also of the middle-class schools. I do not wish to say a word of course against the existing inspectors, who are a most excellent body of men, but they excite my surprise when I consider how they are what they are. Out of the whole number there are very few, who, like Mr. Fitch and some others, have had any previous educational training; they have been young men of considerable ability and success at the Universities, and they come fresh from their degrees, and are set to inspect schools without perhaps having entered a school before in their lives, or having any knowledge of the subject. Now there is no career for a schoolmaster in this country.

9124. Are you speaking of the Government inspectors?—I am speaking generally; there is no straightforward career for a schoolmaster. You have the law, and you have the church, and the medical profession; those three things are open from the lowest grade to the highest, to all who are members of those professions respectively; but the teacher has nothing to hope for, and even Her Majesty's Education Commissioners, over whom the Duke of Newcastle presided, did not hesitate to say that in their opinion the masters of schools were not qualified to be even assistant inspectors. In that way there is a feeling of hopelessness pervading the profession; there is no object of ambition to which anyone can aspire, and everyone who can leaves the profession as soon as he is able to do so. Teachers of the middle-class schools become barristers and go off to the bar, and so it is throughout.

9125. It has been suggested by some witnesses that it would be desirable that any person exercising the calling of Preceptor, should be certificated after some examination, are you of opinion that such a measure would be practicable or desirable?—I am a member of the Registration Committee, which is a Committee for introducing that

matter, and I believe Her Majesty's Commissioners have agreed to receive a deputation from that body, so that I perhaps need not enter at any length into that, but I simply say that is my opinion, provided there be no attempt made to exclude by penal enactment those who should not be registered.

9126. You would make it optional?—Yes, I would make it optional. I would not, as was attempted a short time ago, urge that masters who were not so certificated should not have any legal recourse in the event of their fees not being paid.

9127. You would not make it a close profession, but you would offer the power of obtaining a certificate to any Preceptor who thought it worth his while?—Certainly, so that parents might know whether any master was certificated or not.

9128. There is another point to which you have devoted a great deal of attention, viz., to the education of young women?—Yes.

9129. What is your opinion of the general state of the education of the young women of the middle classes of this country?—I think it is very unfortunate; as a rule it is very little what it ought to be, and I regret extremely that in the endowments for education spread over this country at large, the girls have been deprived of their fair share of the benefits that ought to be obtained from that source.

9130. Do you mean a fair share of those benefits which were intended by the founders?—I believe in many cases the founders have left the foundations open as regards the sexes, but that the foundations have been appropriated by boys, and that girls have had no benefit from them whatever. Now if I were made to choose between the two sexes, as was asked just now with reference to classics and physical science, I should say it is more important that girls should be taught even than boys, in this respect, that women are the early trainers of the young, and by the maternal influence the future character is shaped, so that if we had the future mothers of the country well trained there would be an impulse given to the education of boys which from no other quarter can be derived.

9131. You believe that the system of public education is as applicable in the case of girls as in the case of boys?—I should say it is perfectly applicable. In Edinburgh there are several institutions where girls go regularly to school from the morning till the afternoon, and go home again, and no annoyance arises from it, and no objection has ever been made to it as far as I know.

9132. (*Mr. Baines.*) Are the girls with the boys?—They are not with the boys, there are institutions for the girls; there are day schools for girls.

9133. (*Lord Lyttelton.*) How far in society do you apply your observation that the education of girls is imperfect; to what classes of society?—I think that even as regards the highest class it is imperfect; because the standard of education is low, it is very much devoted in the higher schools, of which I know something, to mere accomplishments, to mere languages, to mere playing on the piano, mere drawing, and so on, but though there is abundant pecuniary ability to obtain what is wanted, what is desirable is that the notions of the parents should be altered; and of course no legislation can do that.

9134. (*Lord Taunton.*) Do you think the stimulus of competition is as applicable to the case of girls as to the case of boys?—I think, as I said a little time ago, it is liable to be overworked, but I should wish to draw a distinction here. There are tests which are not competitive tests; for instance, it would be perfectly possible to apply to girls' schools an examination which should test the acquirements at the end of the

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school course, not by parading the best pupil, but by merely giving an opportunity to each pupil to obtain a certificate of having attained a certain amount of knowledge.

9135. Are you acquainted with the French system of courses?—Yes.

9136. What do you think of the effects of that system?—I think it brings up very well trained pupils, and efficient teachers. I rather think the pressure is too high.

9137. You think as applied to schools generally it is of too stimulating a character?—Yes, I do not advocate the introduction of an exact copy of the French system.

9138. (*Mr. Forster.*) You said with regard to the Preceptors that you were in favour of a system of registration, can you briefly tell us into whose hands you would put the giving of the certificate?—The memorial which will be laid before the Commissioners goes into that fully, and it will state it much more clearly than I can do, though I may say that I agree with the plan there proposed.

9139. (*Lord Lyttelton.*) Do you recommend the College of Preceptors for that purpose?—Not exclusively. If the College of Preceptors were what it ought to be, that is to say, if it contained within its ranks the great mass of the educational profession, then it would be the true body; but at present, though I am officially connected with it, I at once acknowledge that that is not its position, and the College of Preceptors only aspires to be recognised on the same footing as some other educational bodies; but the time may come when the College of Preceptors, which has a Royal Charter of Incorporation, shall contain within its body all the teachers of the country.

9140. At present you suggest that several bodies might have a concurrent power?—Several bodies might be represented in a general board.

9141. In one board?—In one board.

9142. And not a Government board?—The board would be constituted under parliamentary authority.

9143. (*Lord Taunton.*) Without going into details will you have the kindness to state generally whether you think the system of local examinations, which the Universities have instituted, has had a beneficial effect upon the schools of the country?—I think it has had a beneficial effect, though not without drawbacks, because I think it has concentrated the attention of some of the schoolmasters on special pupils who have done them credit at the examinations, and then again I think it has thrown into the shade certain subjects which are themselves very important, but which do not rank the highest in the estimation of the middle classes.

9144. On the whole you think them beneficial?—I should say so.

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ALEXANDER K. ISBISTER, Esq., M.A., called in and examined.

9145. (*Lord Taunton.*) You are a Master of Arts of the University of Edinburgh?—I am.

9146. I believe you are the Head Master of the Stationers' School, London?—I am.

9147. I believe you are the editor of the "Educational Times?"—I am.

9148. So that your attention has been a good deal devoted to the subject which this Commission has to inquire into?—It has.

9149. Will you have the kindness to favour us with any observations which you may wish to make with reference to the best means of

promoting the education of what may be called the middle classes of this country?—I presume that the subject has been fully discussed here already, and it is difficult perhaps, under such circumstances, to suggest anything of a novel character, but it appears to me that one of the most important subjects for consideration just now in reference to middle class schools is to ascertain what is the best course of study to introduce into them; and more especially how to replace classics, which cannot be studied to such an extent as they are in our upper schools, by some modern subjects; and how to make these latter subjects as far as possible disciplinary. That, of course, opens some very wide questions.

9150. Have you been led to form a low estimate of the present state of the education of the middle classes?—*It is rather in a transition* state at present. *Our great difficulty has been to replace those subjects* which have hitherto formed the staple of instruction in our upper schools, Greek, Latin, and mathematics. Now I think the general opinion of most middle-class teachers is that Greek, at any rate, must be given up, that one cannot overtake such subjects, and the next question that arises is, what is to take its place? Physical science is now becoming very generally introduced into schools, and it becomes an important question how it can be taught in such a way as to give boys some general notion of the subject, and at the same time preserve something of the disciplinary character of the studies it is designed to replace. In most private schools there are not, I presume, the means of teaching it in the way in which perhaps it ought to be taught, but I think it is quite possible to give boys a very considerable knowledge of physical science, without the expensive apparatus and appliances which are necessary in a professional course. Then there are various other subjects, such as the English language, to which more attention, I think, could be paid. Something could also be done in the way of *simplifying the study of Latin and modern languages, so that we should* be able to retain at least these subjects in our curriculum.

9151. How long have you been connected with the school of the Stationers' Company?—The school itself has not been above four or five years in existence. I was the first head master, and have continued so ever since. It is quite a new establishment, but I had been engaged in education for several years before.

9152. In public or private schools?—I was previously connected with the Jews College in Finsbury Square, an institution for the education of the better class of Jews. Previous to that I was the head master of a proprietary school in Islington. I have not been, strictly speaking, much engaged in private schools, although, from my connexion with the College of Preceptors and its journal, I have naturally come to know a good deal about them.

9153. In establishing this school of the Stationers' Company, were you much consulted as to the system of education as it is conducted there?—I may say that the system of education has been left pretty nearly in my own hands. The subjects have been prescribed to me in a general way, but the discipline and organization of the school have been practically left to myself.

9154. Will you have the kindness to describe the instruction as there given? That will probably represent to us the opinions which you entertain of the way in which an education for the class of boys who go there ought to be conducted.—We make Latin and French essential subjects of study. We pay great attention to physical science, arithmetic, book-keeping, and good writing, as they have a direct practical

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application to the business of life; and we teach every boy in the school, without exception, drawing.

9155. (*Lord Lyttelton.*) Compulsorily?—We make it general. We leave German and Greek optional. What I have mentioned may be considered as our leading subjects.

9156. (*Lord Taunton.*) It is a day school?—A day school entirely.

9157. Are there no boarders at all?—No.

9158. What is the expense to the pupil?—Six pounds a year.

9159. How many boys are there?—There are about 80 boys.

9160. Is the school open to every boy?—It has been recently thrown open by the Stationers' Company, who are the patrons and managers of the school, to the public generally. We found that there was a great demand for schools of this class in the City of London, and as several of the managers of our school are connected with the Corporation of London, they thought it would be a public benefit to throw open their school, which is provided with extensive premises capable of accommodating something like 200 or 300 boys.

9161. To what age do the boys stop at your school?—The oldest boy that we have had I think has not exceeded 17, but that is beyond the average. I should say most of the boys that come to us are likely to leave at between 15 and 16.

9162. What pecuniary assistance have the Stationers' Company given in the founding or conducting the school?—The school is founded under a scheme approved by the Court of Chancery; there were various sums left to the Stationers' Company several years back for purposes which have now become obsolete, and it was considered that probably the best way of applying those sums would be to the establishment of a school. The Company in the first instance thought that the school might be made an advantage to the members of their own livery; but it was found that they did not avail themselves of it to the extent that was anticipated. Having laid out a considerable sum of money in buying extensive premises, they found that they could accommodate the sons of all their own members, and also admit others to the advantages of the school on payment of a higher fee.

9163. Have you room in your buildings for a great many more boys than are already there?—We can accommodate about 300 boys in the school-rooms and in the adjoining house: I reside at present in the house, but we can do as has been done at the City of London school, appropriate the head master's house for school-rooms for the extension of the school.

9164. (*Lord Lyttelton.*) How many have you now?—About 80.

9165. (*Lord Taunton.*) Have you found the amount of payment complained of by the parents who send their boys to the school?—Not by any means. We have been making rather an interesting experiment in this way. The Stationers' Company, as is well known, consists of persons of all ranks in life, from the leading publishers in London, down to pressmen and compositors. It was thought at first that the lower classes of the Company would be those most desirous of availing themselves of the benefit of the school. We took some trouble in bringing it before them by sending circulars to the principal printing offices and publishing houses in London, but we found that they did not want the school, while the class above them came forward in considerable numbers.

9166. To what do you attribute the unwillingness of what you term the lower class of persons connected with the stationery trade to send their children to the school?—To this; that most of them live in the

suburbs of London, and only come to their business in the city during the day. They find provided for them at their doors National and British schools with an education as good as can be given by us or as they want, and even at a cheaper rate.

9167. (*Mr. Baines.*) Where is your school?—In Bolt Court, Fleet Street.

9168. (*Lord Taunton.*) At what age do boys come to your school generally?—We admit them from 8 to 16, there is no maximum age, but that has been practically about the limit of the ages at which they have entered.

9169. I suppose your school has hardly lasted long enough to have the state of education tested by examinations?—We have examiners appointed under the scheme of Chancery; they are at present Mr. Townsend, who is a Fellow of Jesus College, Cambridge, and Examiner for Classical Honours in the University of Cambridge, and Professor Buchheim, Examiner in the University of London.

9170. Who appoints those examiners?—The court of the Stationers' Company.

9171. They select who they think fit?—They selected them in the first instance, and have continued them as examiners to the school ever since. We are examined once a year, and the reports of the examiners are printed.

9172. (*Lord Lyttelton.*) Are they paid examiners?—Yes.

9173. (*Dr. Storrar.*) You have stated that the staple education of the school is Latin, French, English, and arithmetic, but you made no reference to mathematics?—When I said arithmetic, I spoke of the subjects taught throughout the school. We do not go high enough perhaps to justify the term mathematics: the highest we have gone, so far, has been the elements of trigonometry, and as far as quadratic equations in algebra. We have gone in some cases as far as the four books of Euclid, but not farther.

9174. (*Lord Taunton.*) Is there any religious test on the admission of boys into your school?—None whatever.

9175. What is the nature of the religious instruction there?—We are bound by the scheme to read the Scriptures in the morning and to read a selection of prayers from the Liturgy. We are also bound to teach the Church catechism to those boys who are willing to learn it, but we do not insist upon it.

9176. In point of fact practically do you find that the children of dissenters come to your school?—A fair proportion come.

9177. (*Lord Lyttelton.*) Have they in any cases objected to the learning of any particular formularies?—In no instance whatever; I should explain that during the hour that the catechism lesson is given, which is once a week, the boys who bring letters from their parents to say that they are not members of the Church of England retire into another room under one of the masters, and are engaged on another subject.

9178. Do you yourself take charge of the religious instruction?—I do.

9179. Do you explain the Scripture to them when it is read?—I do, to a certain limited extent; I use Barnes's Commentary and occasionally refer to it for explanations.

9180. Is it provided in the scheme that the master must be a member of the Church of England?—It is.

9181. What is the lowest age of the boys who come to the school?—We put 8 in our forms of admission, but if a boy is able to read and write tolerably well under that age, we do not make any difficulty in admitting him.

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9182. Do you teach the catechism to the youngest boys in the school?—We do.

9183. So as to make them understand it?—We have not entered much into doctrinal points. We are satisfied if they can repeat the catechism and understand the language.

9184. But in reading the Scripture you endeavour to give them an intelligent notion of it?—An intelligent notion of the language, but not doctrinally.

9185. How many of them learn Greek?—We have only four boys in the school learning Greek.

9186. Do you know for what object they learn Greek; what is the wish of their parents in making them learn it?—Their parents are themselves men who have gone through a classical education. But beyond their own interest in the subject, I do not know that they have any particular views for their sons in life.

9187. What is about the lowest class of society from which boys come to the school?—We have had the sons of compositors in the school, earning probably not more than 2*l.* a week, but a very small proportion of that class. The class, as I said before, that chiefly take to the school is the class above that—persons in a middling way of business, or engaged in professions.

9188. You teach Latin universally?—Yes. We teach Latin to every boy in the school as soon, of course, as he is able to enter upon it.

9189. Have you ever had any conversation with the parents of these boys on the subject of teaching Latin?—Occasionally, not often; but I have never found, in any single instance, an objection to the teaching of Latin.

9190. Do you think they understand the value of their children learning Latin?—I think they do.

9191. (*Mr. Forster.*) You stated that the children of compositors did not come because they found at their doors schools that gave them as good an education as your school. I do not suppose that you meant by that that the National schools gave a similar education to that given at your school, but you meant that it was an education which suited the wishes of the parents as well?—It was an education that suited the wishes of the parents. I found that there were other objections also. They discovered very soon that the school was being patronized by a superior class to themselves; that their sons would have to mix with a class above them, and would have to dress a little better than they could perhaps afford; and there was the expense of providing dinner or some meal in the middle of the day. All these things told together, so we found that the class which we expected would have come most largely to us did not come forward: so we adapted our education to those that did, and we found them to be pretty much the class of boys that go to the City of London school.

9192. (*Lord Lyttelton.*) You have nothing going on on Sunday in your school?—Nothing.

9193. (*Lord Taunton.*) I believe you are connected with the College of Preceptors?—Yes; I have been so for several years. I was for a considerable time one of the honorary secretaries, and I am now the editor of their journal.

9194. Do you believe that there would be any advantage in providing a system of certificates, either optional or compulsory, to be given to those who exercise the calling of a preceptor?—This is, I think, one of the *desiderata* of middle-class education. We have nothing similar to what there is abroad—professorships of education, or indeed any efficient trainers of any kind for middle-class teachers. This is a great want.

9195. Would you go so far as to wish to make it a close profession; that nobody should exercise the calling of a teacher unless he had a certificate?—That is a very difficult question. It trenches at once on the subject of registration, on which opinions differ so widely. Some persons may have a talent for teaching a particular subject, and I see no reason myself why they should be precluded from teaching it.

9196. Would you think it desirable that there should be some system of examination provided which would command public confidence, and to which those who wished to enter into the profession of a preceptor might resort and obtain a certificate if so minded?—Very desirable indeed.

9197. In what hands do you think such a power of granting certificates might most advantageously be vested?—I have thought a great deal on that subject. The question is a very wide one, and to bring the whole subject before the Commission I should require to draw your attention to a great number of systems of examination that are now abroad. The conflict of examinations amongst so many examining bodies is becoming a very serious evil in middle-class education.

9198. Do you mean the examination of preceptors or pupils?—The examination of pupils.

9199. My question refers only to teachers. You have told us you think it desirable that there should be a body to grant certificates to preceptors, that they were adequate to the work of tuition. I wish to know your opinion as to the sort of body in which you would vest that power of examining and granting certificates on application?—I think it ought to be a body connected in some form with the Government, because such a body only can, in my opinion, exercise the necessary authority, or possess the necessary influence to induce schoolmasters to seek its certificates. We have made an experiment of that kind in connexion with the College of Preceptors, but I am afraid we must consider it to be a failure. It is the only experiment, so far as I know, that has been made in the way of examining teachers in England. As I said before, our Universities have no chairs of education, as there are abroad, and have no examinations for teachers whatever, but there is an interesting experiment going on just now in Scotland, to which your attention has probably been directed by other witnesses.

9200. (*Mr. Baines.*) What institution is that to which you allude?—There is an Act of Parliament giving the universities of Scotland power to examine the teachers of what are called the Burgh and Parochial schools. Each university has a certain district assigned to it, and holds examinations at certain periods of the year. I have with me the scheme of the examination of the University of Edinburgh.

9201. (*Dr. Storrar.*) Are these examinations of pupils or teachers?—Of teachers. The Act is entitled the "Parochial and Burgh Schoolmasters of Scotland Act, 1861." Six professors in the University, three of whom must be Professors in the Faculty of Arts, and three Professors in the Faculty of Divinity, are appointed by the University Court, Examiners of Burgh and Parochial Schoolmasters. These examiners continue in office for two years from the date of their respective appointments, or until their successors are appointed, and they may be re-appointed. They choose one of their own number to act as secretary. The school district of the University of Edinburgh for the purposes of the above Act comprehends the schools within any of the counties of Berwick, Edinburgh, Haddington, Linlithgow, Peebles, Roxburghe, Selkirk, and Stirling.

9202. (*Lord Taunton.*) Do you think it would be possible to devise

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any scheme for England of a similar nature which, without the direct intervention of Government, would provide a body of examiners for masters which would have the confidence of the public?—I apprehend there would be no difficulty whatever.

9203. (*Mr. Baines.*) Does that apply to the University of Edinburgh alone or to other Universities throughout Scotland?—I stated in a previous answer that the whole of Scotland was divided between the four Universities.

9204. That is so by Act of Parliament?—Yes.

9205. (*Mr. Forster.*) Do you know how that is working?—It is working very satisfactorily from all the information I can obtain.

9206. (*Dr. Storrar.*) Is this an examination of masters in order to ascertain their attainments in scholarship, or an examination with a view to develop evidence of their particular fitness for teaching?—The basis is an examination of attainments, and no other examination of schoolmasters I presume can well be instituted.

9207. You have anticipated a question I was going to put to you. It has been suggested by some educationists that it might be possible to confer some kind of special certificate of attainment in pedagogy. Do you think that any system of lectures or any system of training, outside the practical teaching at a school, would enable an examiner to ascertain the fitness of the man to teach as distinguished from his knowledge of what ought to be taught?—The subject of teaching has a literature of its own, and it is something if you can ascertain whether the candidate has read up the literature of his profession. We have various systems of teaching the different branches of education, systems of teaching grammar, history, and so on. It is something if the candidate's attention has been devoted to those subjects, and so far you could test his knowledge by examination; but his practical power of managing a school or a class is a totally different question.

9208. The ripest knowledge of the literature of education would be very imperfect evidence of the fitness of a man to educate?—It would be better evidence than nothing at all, and I suppose that is the most that can be said of it.

9209. (*Mr. Baines.*) The Universities you mention have this power of examining: have they also the power of prohibiting any persons whose examination may not be satisfactory from teaching in schools?—Perhaps the best way of answering that question would be to read the regulations. The note to the subjects of examination which are given here is this, "All nominees to schools are examined in all the subjects "enumerated in the above Schedules. Nominees to Parochial schools "are in addition to Schedule A. examined on such subjects in Sche- "dule B." (that is a higher system of examination) "as may be deter- "mined by the electors in each case, of which determination a certificate "must be presented to the examiners together with the minute of "election. The nominees to Borough schools are examined in all the "subjects enumerated in the Schedules A. and B., and also in such "subjects in Schedule C. as may be determined by the electors. The "examiners conduct the examination partly orally and partly by "writing."

9210. As I understood that does not amount to a license, but they give the result of their examination. He is then taken to the authorities, the electors who have the appointment of the schoolmasters, and they judge of the qualifications of the teacher from the certificate which he has as to the results of the examination that he has passed?—Precisely. Practically the scheme I believe works in this way; when the electors have a number of candidates before them they send those

candidates before the examiners and are influenced in their selection by the report they receive. How far it is compulsory I am not able to say.

9211. (*Lord Taunton.*) In the case of grammar and endowed schools, distinguishing thair case from that of private schools, should you see any hardship in obliging a master, before he is appointed to a grammar or endowed school, which is a public institution, to obtain a certificate of competency?—I see no hardship at all. I think it would be a very proper regulation.

9212. That case is of course widely different from that of a master of a private school?—Decidedly.

9213. (*Mr. Forster.*) I suppose you have numbers of members of the College of Preceptors who are masters in Scotland?—Not many. There is an institution in Scotland that corresponds to our College of Preceptors called the Educational Institute of Scotland.

9214. The working of this system of university examination has not come under you as officially connected with the College of Preceptors?—It only exists in Scotland.

9215. The working of it in Scotland has not come before you as officially connected with the College of Preceptors?—No, not at all.

9216. (*Lord Lyttelton.*) Do you find it possible to carry through completely and consistently the distinction you mentioned between explaining the language of the catechism and teaching the doctrine?—As a rule I am satisfied if I can make the children understand the language of the catechism.

9217. How can you explain the language without explaining the doctrine?—If they understand the words that are made use of, and can repeat in their own language the substance of what they learn, I am satisfied with their knowledge of the language.

9218. (*Dr. Storrar.*) Do you teach physical science in the Stationers' School?—We do, to a certain extent.

9219. What subjects do you take?—We take rather a wide range, but we do not go very deep into the subject. In the first instance we connect it, as a first course, as far as possible with geography. We then branch off into natural philosophy, chemistry, and other branches, so far as they can be taught without any extensive knowledge of mathematics.

9220. Have you anything in the shape of demonstrative science; have you materials for bringing the sciences under the eye of the pupils?—In the Stationers' School we teach chiefly by means of diagrams, and we find our course generally sufficient to enable a boy who has gone through it to read a book in most branches of science without any great difficulty.

9221. You could not teach chemistry in that way?—Chemistry is one of our difficulties, because it cannot be taught scientifically or systematically without experiments and illustrations.

9222. Do you teach mechanics?—We do, so far as this: We take the simple mechanical powers, and show their application in the construction of machines of various kinds; and we give simple problems that may be worked out by arithmetic; but we do not go much further.

9223. Do you take up such subjects as hydraulics?—So far as the description of machines; for instance, the principle of the pump, the fire engine, the supply of water in towns, and other simple applications of hydraulics of that kind.

9224. Do you attempt anything of botany?—We do. If you will allow me I will in a few words describe our little course, which is not a very extensive one. As a first course we give them a short outline of

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such subjects as can be connected with geography, as for example, as much of astronomy as relates to the solar system, the relation of the planets to each other, the seasons, the phases of the moon, and the tides. The earth's atmosphere brings us naturally to so much of chemistry as is necessary to understand its constitution, and we come then naturally to meteorology—the nature and cause of winds, rain, snow, and the source of the waters of the globe. The covering of the earth, its plants and animals, brings us naturally to botany and zoology, and the interior of the earth brings us naturally to geology. We call this a first course, and connect it with geography, because our difficulty with physical science is this, that there are a multitude of facts which it is difficult, with young boys especially, to get them to retain in their minds unless we group them around some familiar subject.

9225. What are the ages of the boys who will go through the course which you have just read?—About 10 to 12. As a second course at this stage we take up the subject of physiology. We then go through the outlines of the principal departments of natural philosophy, such as the mechanical powers, and their applications, the elements of hydrostatics, hydraulics, and optics, so far as they can be treated without going far into mathematics, and we are considering how far it may be possible to take up a course of chemistry as applied to manufactures and arts. We find considerable difficulty in teaching this subject. Wherever I have tried a systematic course of chemistry, I found it came to be an affair of explosions, that the class looked forward to the noisy experiments rather than to the principles involved in them. We find that by means of diagrams we are able in a large school room to carry on a science class, and give a fair knowledge of the subject without distracting the attention of the rest of the boys, and are able also to keep their attention more closely alive to principles.

9226. Apart from what may be considered useful knowledge, what is your view as to the educational advantages of the system that you pursue? Do you think that that system is calculated to develop the thought of boys, to make them mentally stronger than they were before?—Yes I do. I think it develops a class of faculties which classics and mathematics do not reach. In mathematics we have the reasoning faculties developed, but in the classificatory sciences, where we have to weigh the value of characters and affinities, we have something more than the mere application of reason, we have the powers of observation and judgment brought into play.

9227. (*Lord Taunton.*) Are there any exhibitions in the school connected with the Stationers' Company?—No, there are none.

9228. Is it within your knowledge that there are exhibitions in the gift of the London Companies to any extent?—There are a number of what may be called unattached exhibitions in the gift of the various City Companies, and even I believe of vestries and parishes in the City of London. Some are of very small amount. The Ironmongers' Company, for instance, have an exhibition of 2*l.* 10*s.* a year to the University of Cambridge, and there are various other exhibitions of 4*l.*, 6*l.*, and 10*l.*

9229. Do you believe that the aggregate of these exhibitions amounts to any sum that is worth considering?—I find that there are about 500*l.* worth of exhibitions attached to the University of Cambridge alone, in the gift of the city companies. I have here a short list of them.

9230. Are you able to tell us how they give them, or do you mean that they do not give them at all?—They are given, I believe, very often, though not always in this way. Some one who has a friend on

the court of a city company makes interest there, and, on producing a certificate of good moral character, obtains the exhibition by petitioning for it.

9231. Do you mean that these exhibitions are given altogether as matters of private favour by these companies?—I would not go the length of saying that, because some of the exhibitions are of some value, and no doubt in such cases are awarded only after examination; but it comes within my knowledge that in some instances they are really given away as matters of private favour.

9232. Are those cases, where they are not so given, cases in which the exhibitions are really so very small in amount that it is hardly worth while to examine into them for the purpose of giving so insignificant a sum of money?—There may be something in that, but I think they might be made much more useful if through any action of this Commission they could be attached, for instance, to some of the city schools, and thrown open to competition.

9233. Where does the list which you have handed in come from?—I have obtained it chiefly from books and private information.

9234. Is it a complete list?—It is as complete a list as I can obtain of the exhibitions attached to the University of Cambridge; but there are others attached to Oxford.

9235. You stated to us that the total value of the exhibitions that are to be given at Cambridge by the city companies is 500*l.* per annum?—Yes, about that.

9236. Can you tell us what is the total value of the exhibitions that are effected to Oxford?—That is a subject which I have yet to go into. I hope to be able to collect them in the same way that I have been able to collect the exhibitions to Cambridge. There is a list of all the exhibitions for both Universities, in the Digest of the Charity Commissioners' Reports, published in 1842. Probably they have not altered much since. My attention was not drawn to this list till this very day, and I was not previously aware of its existence. (*The same was handed in. see* Appendix A.)

9237. (*Lord Lyttelton.*) Are these companies practically uncontrolled in the administration of these small exhibitions?—Altogether uncontrolled so far as I know.

9238. Might they often be consolidated with advantage?—I think so, most decidedly.

9239. (*Sir S. Northcote.*) Are any of them tenable elsewhere than at the Universities?—Not so far as I know.

9240. Do you think it would be desirable that there should be exhibitions tenable by boys from the city schools who might not proceed to the Universities, if they were pursuing some course of study, say, in the hospitals, or in any well defined profession?—An experiment of that kind, I believe, has been contemplated in connexion with Dulwich College.

9241. And also with some of the hospitals, has it not?—I do not know that there are any exhibitions of that nature attached to any other of our public schools.

9242. Have you considered the point at all as to its being desirable?—I cannot say that I have. I have had no materials to judge from. I believe that the scheme of Dulwich College provides that persons going to the Universities, or going into certain specified professions may avail themselves of the exhibitions which are attached to that institution.

9243. (*Mr. Acland.*) Do you think it would be advantageous to

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have exhibitions tenable at schools in order to enable boys to remain longer at school than they now do, or do you think that the demands of trade, and the necessity of earning their living would render such exhibitions inoperative?—I think it would have a valuable effect in keeping boys at school longer than at present. I think it is one of the difficulties of middle-class education that parents see no great object in keeping boys at school beyond a certain time, and they go into the world imperfectly educated in consequence.

9244. Do you think that small exhibitions of sums not exceeding 10*l.* a year tenable at school would tend to keep the boys longer at school?—I think there can be no doubt of that. We have an instance in the City of London school, where the Carpenter scholarships are tenable by boys in the school itself.

9245. Up to what age?—No boy can obtain a scholarship who is over 15 years of age, but he can hold it until he leaves school.

9246. You think that that practically keeps the boy at school after the time when he would leave, if it was a small exhibition, and earn his living?—Undoubtedly.

9247. Do you think that that system might be generally extended with advantage to the upper mechanics and smaller tradesmen supposing the funds were forthcoming?—I think so. I have myself known youths who have gone to the London University from the City of London school solely in consequence of holding these Carpenter scholarships.

9248. Do you think it would conduce more to the improvement of the educatoin of the humbler portion of the middle class to give exhibitions rather than to lower the rate of school fees?—I think so. The effect of gratuitous education I think, upon the whole, is not such as we might expect from it.

9249. The education perhaps in the instance of that particular boy would be gratuitous, but the education of the whole school would not be gratuitous?—The effect is this, that one boy out of 20 gets the exhibition, but the other 19 have been working under the stimulus of association with him, and in that way the whole twenty are benefited.

9250. You think that many boys might be brought into the liberal professions and into the higher ranks of life if such inducements were held out to them?—I think so.

9251. It has been stated recently by a gentleman who has made great efforts in connexion with the education of the middle classes, that that education would be very much promoted not only by drawing a line between school and apprenticeship, but by finding out some means by which schooling and appenticeship might be carried on side by side; have you turned your attention to any means by which persons commencing the practical part of their occupation in life either in trade or otherwise, can be induced to carry on side by side with that practical training the development of their minds by books and lectures?—As the master of the Stationers' school I have been called upon, in conjunction with others, to examine a very interesting school of this class, of probably between 300 and 400 boys belonging to Messrs. Eyre & Spottiswoode, the Queen's Printers, and Messrs. Spottiswoode & Co., who train their boys for their business, and devote, I think, something like a couple of hours every day to their instruction.

9252. (*Lord Lyttelton.*) That would be what is commonly called a night school?—Not exactly. The school consists of their apprentices, and what are called reading, machine, and warehouse boys, and they are taught at various hours of the day.

9253. (*Mr. Acland.*) Have you reason to think that the results of that system are successful ?—Yes. I have been much interested in the school and very much pleased with the results.

9254. (*Lord Lyttelton.*) Are the boys obliged to go there ?—Yes, up to a certain age.

9255. (*Mr. Forster.*) Do you know whether they diminish the hours of labour in order to make up for it ?—I believe they do.

9256. (*Lord Lyttelton.*) It is in the evening ?—Chiefly, I believe, but not wholly.

9257. (*Mr. Acland.*) Have you reason to think that the system is popular with the youths ?—I am not prepared to answer that question.

9258. Do you think that in the present state of society, and the present demands for early earnings, *it is very important that our attention should be called to the means of carrying on education and mental improvement side by side with labour* ?—I consider it is very important indeed.

9259. (*Mr. Forster.*) That is, in fact, carrying up the system of night schools which are so much encouraged by the labouring class, to rather a higher class ?—These are labourers, and some of them a low class of labourers.

9260. (*Mr. Baines.*) How long has this existed ?—I am not able to say how long. It has come under my notice during the last three years, when I have been called upon to examine the school in conjunction with Mr. Cowie, one of H.M. inspectors, and others. On the last occasion the Archbishop of Dublin presided over the examination.

9261. (*Mr. Forster.*) This school of which you have given us an illustration appears to be a very good night school, chiefly for the children of artizans. Are you aware of any school for the middle class in which it is attempted to give the boys education at the same time that their apprentices are learning their business ?—I am not. There is a school, I believe, in Southampton for the sons of the *employés* of the Oriental and Peninsular Company.

9262. (*Mr. Acland.*) Are we to understand that the boys at Southampton are earning something as well as learning ?—I am not prepared to go into the details of that question. I know that it is established by the Company for the benefit of the boys and others in their employ.

9263. That might be merely an ordinary school. The drift of my question is to elicit from you any facts tending to show the practical working of boys earning money and yet not stopping their education ?—This school, I believe, is a school of that class, and probably other schools of a similar class, if it is a matter of importance to make any inquiry into them, could be found at our dockyards and arsenals.

9264. Perhaps now that your attention has been called to the subject you would kindly keep your eye upon it and furnish the Commissioners hereafter with any information you may obtain ?—I will.

9265. (*Lord Lyttelton.*) Do boys mostly come to your school as the first school that they have been to, or do they often come from other schools ?—I think we have had a fair proportion of both. Our school having been so recently established I do not know that our experience in that way would be of much value.

9266. In what state of instruction do you find boys come to you, whether from home or from other schools, as to the mere elements of knowledge ?—We find boys coming to us with some knowledge of Latin, French, and arithmetic, but very seldom with any knowledge of Euclid or of algebra.

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9267. Have they been fairly grounded in the subjects which they profess to know?—As a rule, not very well grounded.

9268. Can they read, write, and spell English well for their age when they come to you?—Yes, fairly.

9269. Was the Jews' school, with which you were connected, wholly a school for secular instruction?—Its primary intention was to supply a training for Jewish priests. Attached to the institution was a school which was called "The Jewish Collegiate School," for the better class of Jews, who would probably, but for the existence of that school, have gone to University College school, or to the City of London school.

9270. The University College school is a wholly secular school, is it not?—A wholly secular school.

9271. Had you anything to do with the religious teaching in the Jews' school?—Not at all. I had the charge of the secular department. The head of the college was a Jew.

9272. In the selection of parts of Scripture to be read in the Stationers' school, are you left by the Company to your discretion?—Entirely to my discretion.

9273. Have you any particular principle of selection as to what parts to read?—We have always begun every year with the Gospels, and have gone through as much of the New Testament as we could get through in the year.

9274. Straight through?—Straight through.

9275. Do you read the Old Testament with them?—No.

9276. In one year, about how much of the New Testament have you got through with them?—We have not at any time got through more than two-thirds of the New Testament, probably to 2 Corinthians. We have never been able to read through the New Testament.

9277. (*Lord Taunton.*) Have you formed any opinion of the effect of the various examinations which are now introduced into this country, the civil service examination, the Oxford and Cambridge, and various other examinations upon which education is conducted in schools?—I have. I have collected the text books that are given by all the existing examining bodies, and the number of them is so great that it is becoming a very serious difficulty with teachers what to do with such a multiplicity of examinations.

9278. (*Mr. Acland.*) Do you mean text-books produced by publishers to meet the examinations, or books appointed by the examining bodies themselves?—Appointed by the examining bodies themselves, so that it becomes an exceedingly difficult question, when boys are preparing for different professions or for different examinations, how to carry on such preparation at all.

9279. (*Lord Taunton.*) Is that difficulty met by boys generally going to what is called a "crammer" between the school and the examination in order to be armed for the encounter?—The difficulty is in the school itself where you may have a boy, for instance, going up to the Law Society, who intends to be a solicitor, and has to pass a preliminary examination there; you have another boy who intends to be a medical student, and has to pass the preliminary examination of the College of Surgeons; you have a boy whose father would like him to go up to the Oxford local examinations; or another boy whose father is perhaps interested in the Cambridge examinations and would rather he should go there; and every one of those requires a different set of books. The master has to make a choice between these various examinations or to endeavour in some way or another to prepare for all together.

9280. (*Mr. Forster.*) May not the effect of that be in one respect good as tending to prevent a master from cramming them for a particular examination, and oblige him to give a thoroughly good well-grounded education?—The effect of it, I apprehend, is this, that having to prepare for so many he prepares for none well.

9281. (*Lord Taunton.*) Would not the right course for a judicious master be to give a good general education to all the boys without specially directing it to this or that examination?—A good general education would not pass the boys. There is the misfortune.

9282. (*Sir S. Northcote.*) Would you explain what you mean by the different text books? Do you mean in one case that one boy is expected to go up prepared in Cæsar and another in Cicero? If you will allow me to connect your question with the one put to me by the Chairman as to the opinion I had formed of the effect of these examinations upon school education generally, I shall be able, perhaps, to put the whole subject which I am desirous of bringing under the notice of the Commission in a clearer light. The necessity of exercising some kind of supervision over the education of the middle classes is gradually forcing itself upon public attention. How this supervision is to be carried out, whether by the examination of certain scholars of schools at selected centres; by the examination of certain classes of the school in the school itself; or by the inspection of the whole school, are questions which at once meet us in the discussion of any plan for carrying any proposal of this nature into effect. The plan of inspection by the extension of the system now in operation under the Privy Council to middle-class schools is open to various objections. There is first the expense of an army of inspectors, which would be required to inspect several thousand schools; and secondly the difficulty of getting schools for the middle classes, more especially private schools, to submit to any kind of Government inspection whatever. The experience of the various examining bodies which are now engaged in the work of examining schools of this class, shows that there is no such objection to the examination of selected candidates, and would seem to indicate the only direction in which any experiment of this kind could be attempted with any hope of success. The number of these examining bodies is considerable, and although they have undoubtedly done much to elevate the education of the middle classes in this country, the discordance in their ever varying schemes of examination arising from the absence of any legislative control over their operations is a serious drawback to their usefulness. The University of Oxford although not the first in the field, appears to have furnished the model on which most of these bodies seem to have framed their plans of examination. The Oxford scheme, as is well known, consists essentially of three distinct stages (1) the preliminary, (2) the junior, (3) the senior examination. The preliminary comprises an examination in reading, writing, English grammar, arithmetic, geography, and the outlines of English history, in each of which subjects candidates are required to display a competent knowledge before they are allowed to proceed to the higher examinations. These comprise ancient and modern languages, mathematics, physical science, the English language and literature, music and drawing. In several of these subjects there is a sufficient uniformity in the requirements of the various examining boards to enable schoolmasters to prepare their pupils for them without suffering much inconvenience. But in other subjects, as, for example, in the department of languages, where books or portions of books must be set, the subjects for examination, as will be seen from the list of

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text books which I hold in my hand, set by about twenty different examining boards, present a perfect chaos of confusion. (*Appendix* B.)

9283. (*Sir S. Northcote.*) Will you mention three or four?—For the Cambridge local examination this year Cæsar de Bello Gallico, books iv. and v. are required; for Oxford, books v. and vi.; and for the College of Preceptors, book i.

9284. You call those separate text books?—Separate authors are also set, one requiring Virgil, another Livy, another Horace, and so on. As it not unfrequently happens that in the same school there are pupils preparing for different professions in life, the entrances to which are carefully barred by various "preliminary" or "competitive" examinations, it will be readily seen how injuriously middle-class education is likely to be affected by the multiplicity of these examinations, and the total want of concord between them. Not only are the authors selected for examination different in almost every one of the above schemes, but even when they agree upon some one author, they appear to make a point of selecting different portions of the book, so as to prevent any two schools from following a similar course of study. To take, by way of illustration, the author I have already mentioned, Cæsar. Oxford, it will be seen, selects books v. and vi., de Bello Gallico; Cambridge, books iv. and v.; Edinburgh, book ii.; the College of Preceptors, book i.; the College of Physicians, book iv.; and the Apothecaries Society, book i., not de Gallico, but de Civili Bello. In other words, six different portions of Cæsar are set by six different examining boards, whose only principle of selection appears to be studiously to avoid setting what has been set elsewhere; thus rendering anything like uniformity in the course of preparation for their respective examinations impossible. When wholly different authors are set the difficulty is of course greatly increased. The confusion such an arrangement as this must create in the course of study in schools where the pupils are preparing for more than one examination can readily be imagined. It must tend completely to bewilder the teacher, who cannot be employed in explaining numerous different authors, or different portions of the same author, at one and the same time to the same set of boys, who never work so well as when they have to keep their places in a numerous class. Another favourite text-book is Virgil, the selections from which are equally perplexing. No less than six separate books of that author (if we count the entrance examination at Dublin) are proposed to the candidates. The variety of books set in the Greek, French, and German languages is very nearly as great as in Latin. It is quite true that none of these examinations are *compulsory;* but as all the examining bodies are chartered by the Crown, and on that and other grounds carry great weight with the public, their examinations have become practically a necessity to a large class of schools which, having no foundation revenues to fall back on, are dependent for their prosperity, and even their existence, on their pupils passing them creditably. As long as these various boards are left to themselves they will never be induced to act in concert, or at best any union among them will be a *concordia discors.* It becomes, under these circumstances, an important question how the evils here referred to are to be remedied. To coerce into a uniform system so large a number of independent bodies, some of them of the greatest weight and authority in the country by any general legislative enactment, would be difficult, if not impracticable, as well as unjust. It is still more unjust, however, to leave the control of the education of the great and important middle class of England to the desultory and irregular efforts of a crowd of competing examining boards, acting without concert, unanimity, or system. Some well-

meaning persons have proposed as a remedy for this state of things, the establishment of a State education for the middle classes, a proposal which has, however, not met, or is likely to meet, with much favour from the public. But if we cannot have a State education, can we not have a State examination?—an examination which, while leaving all existing examining boards to continue their operations so long as the public will support them, will, by its superior authority, cheapness, and efficiency, draw the education of the people practically into the hands best adapted to foster and control it, without trenching upon that spirit of independence, and that sensitiveness to undue Government interference, which are amongst the most valuable characteristics of our middle-classes, and which no wise statesman would seek to destroy, even if he could. This, it appears to me, could be effected in a very simple and practical way, without entailing any expense on the public, by the application of the existing machinery of the Privy Council to middle-class schools, with this difference, that instead of *inspecting* such schools, a department should be established for the examination of schools on a similar plan to that of the local examinations of Oxford and Cambridge. On this plan examinations might be held under the auspices of the Privy Council, in every considerable town throughout the country, where every school could send up candidates, and have their attainments tested at a small expense, so that parents might have the means of ascertaining the quality of the instruction given to their children, at any time they might feel disposed, and thus have some reliable means, which they have not at present, of distinguishing between the qualified and unqualified teacher. The State is the only authority that could make examinations general without being compulsory, and so give that regularity and system to middle-class education which it is, at present, so much in need of. The great expense of the University schemes is a serious drawback to their general adoption. There is, first, the university fees, 15*s.* for juniors, and 1*l.* for seniors, and then there is the local fee, amounting to as much more, so that no pupil can be examined under 30*s.* or 2*l.* Then there are so few centres, that a large number of schools in the country can never be reached at all, and those that are reached have to undergo the expense (unless they happen to be in the town selected for the centre) of providing conveyance, board, and lodging for the candidates and their teachers who accompany them during the period the examination lasts. Now, in any scheme inaugurated by the Government there could always be depended upon, as permanent elements ready to hand for the organization of local committees in every important town in the country, the mayor and town council, with their town hall, and the local clergy to superintend the examinations, and the distribution of papers, and to make the necessary local arrangements. The Government also, with its immense patronage in the various departments of the civil service, has means of stimulating these examinations which no other body can have, and in a few years its examinations would swallow up those of the inferior examining boards, the indefinite multiplication of which is becoming a serious evil.

9285. (*Dr. Storrar.*) There is one fact which I think you have overlooked, and it is this; take for instance, the College of Surgeons and the College of Physicians. They only give a preliminary examination to young men entering the profession who are not able to present certificates of another character. If a man wanted to commence the study of medicine he might present a certificate of having passed the matriculation examination of the University of London, or the certificate of having passed the Oxford or Cambridge examinations, and

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then he would be excused passing the special examination of a professional body, inasmuch as it is only instituted for such as have not been able to take one of the others?—I see that, but then that does not meet the case of a large number of pupils who in going up to these examinations have to learn a great deal more than is necessary for their object. The difference between the pass examination of the College of Surgeons and that of the London University represents two or three years hard study, and hence there will always be a large class of pupils who will confine themselves to the subjects required for the easier examination of the licensing bodies, so that the schoolmaster's difficulties are little if at all relieved.

9286. But the view taken by these professional bodies is this. We prefer to have the certificates of bodies independent of ourselves, but so long as the present system of education is so imperfect, and we cannot compel all our men to pass through these examinations we must institute something of our own which must be a *sine quâ non;* but you would meet the case very much to the satisfaction of many of those professional bodies if you could carry all your pupils through the University examinations?—Yes.

9287. (*Mr. Acland.*) Have you not, in speaking of the Oxford and Cambridge examinations, overlooked the fact that they take place at different periods of the year, and that notice is given about six months before of each of the subjects set out, so that in point of fact the subjects do not clash?—A boy who has gone through the Oxford examination cannot well get up the subjects of the Cambridge examination in six months.

9288. The notice is given about six months before?—I think the notice is given at least one year in advance.

9289. (*Mr. Forster.*) Do you give as one of the reasons why you desire a general system of examination established by Government in place of these different examinations, the clashings of the different text books; as for instance, one class of examiners taking one book of Cæsar and one another?—Yes.

9290. Is it not the case that the master of the school being uncertain as to which book of Cæsar the examination is to take place in, finds it necessary at present to give the boy such a knowledge of Latin as would enable him to be up in Cæsar generally? Is there not therefore an advantage in the master not being aware of the particular book in which the general knowledge of Latin and Cæsar obtained by the boy will be tested?—The examining boards examine upon a particular part of the book only, and examine with such minuteness that there is no possibility of a young boy passing the examination unless he has been specially prepared for it.

9291. Would not your objection rather apply to the minuteness with which the board of examiners choose to examine upon a great part of Cæsar?—If they are to examine at all they must examine minutely for their examinations to be of any value.

9292. I suppose it is my want of information with regard to teaching that makes me not see that in order to prepare a boy for examination in Cæsar, it is necessary for the master to know the particular book in which he is to be examined?—The book is set and there is no option in the matter given to the master. For instance, if a master sends a boy up to the College of Preceptors which requires Book I. of Cæsar, and reads with him the third and fourth books, they will be of no use to him whatever, for he will not be examined in them. He must read the book which the college has set. The passages for translation are given out of that particular book, and out of no other.

9293. (*Lord Lyttelton.*) But if a boy is well taught in Latin so that he can construe a passage of Livy, will not he be able to construe a passage of Cæsar whether he has seen it before or not?—We are dealing not with advanced boys but boys of 10 or 11, who have never read anything but Cæsar, and very little of that.

9294. Not so young as that?—Boys of 11 years of age have frequently passed the examination of the College of Preceptors.

9295. (*Mr. Forster.*) They passed the examination of the College of Preceptors, but none of the other examinations here mentioned?—There are other examinations which are as easy; for instance, the examination of the Pharmaceutical Society, and the examination of the College of Surgeons in London.

9296. You say the difficulty would not apply to senior boys. You said that Oxford examined in two books of Cæsar, and Cambridge in two others. I suppose this is for the senior boys is it not?—No, it is for the junior boys, the very lowest. Oxford prescribes no books for the senior boys.

9297. (*Dr. Storrar.*) Taking the College of Physicians, the College of Surgeons, the Apothecaries Hall, and the whole medical profession, no boy is admitted to this preliminary examination under 16?—No.

9298. That makes a wide difference?—Yes.

9299. (*Sir S. Northcote.*) Are you aware, to take an illustration, that in the case of the Schools of Art where the examinations are all conducted by the Government, there are certain specified examples which young men have always to execute in order to pass a certain stage; that is to pass in one stage they must all draw the Laocöon; in another stage they must draw a particular scroll, and so forth? Do you mean that you would like to see a similar system applied to the examination in classics, so that in order to show that a boy had reached a certain stage all boys should be put to the same tests, say a particular book in Cæsar?—I think to a certain extent that would be much the best system. There are great disadvantages in the constant change of books. It entails considerable expense, and it makes the preparation that a boy has gone through entirely useless when new books are required.

9300. You do not think that that would conduce to a system of cram in preference to a system of sound education in the principles of grammar?—You have the remedy which the Oxford examiners so judiciously apply, of testing the senior boys, not by prescribed books at all. Up to a certain extent they lead the boys by setting the books they are to study. After that they leave them to consult their own tastes, and examine them upon their knowledge of the language generally.

9301. (*Mr. Acland.*) You stated that it was impossible to teach Latin in a way which you think desirable to boys going early into life with the existing text books. Would you point out more clearly what you mean by the defects of the present books?—I think that where you have a boy coming to you for two or three years and he wants to learn Latin, it is something to enable that boy to master some one author thoroughly. I have selected Cæsar, and instead of spending six or seven months or a year upon "Delectus" I have analysed the first 29 chapters of the Helvetic War in such a way, that a boy after commencing the Latin grammar is able to translate Cæsar in about seven or eight months tolerably well, and if he spends a year or a year and a half at it he will be able to translate almost any portion of Cæsar you can put him to.

9302. You think that considerable modification is necessary in the

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ordinary course of grammar school teaching to make Latin both popular and useful with the middle class who go to business early?—Yes; I think it is very desirable to enable boys of that class at any rate to translate a Latin author readily. I believe the very best exercise in English composition you can put a boy to is translation from Latin, where the construction, the order of words, and the order of thought are so different from ours that the mind is kept up to its full stretch, so to speak, in transferring the ideas of one language into the other.

9303. Do you imagine that you can take a real Latin author and apply that system to it without accurate knowledge of the accidence?—The knowledge of the accidence is a relative term. So far as is necessary to understand the construction of Cæsar, I think it is not necessary to go very minutely into the accidence of the language. You must know the ordinary inflexions, and you must understand Cæsar's own system of syntax, but it is a limited knowledge of the grammar compared to that which is necessary to one going through the course of a University or a public school.

Adjourned.

APPENDIX A.

EXHIBITIONS and SCHOLARSHIPS, not attached to particular Schools, vested in CHARTERED COMPANIES of CITY of LONDON.

Bowyers' Company.	
Wood's Gift	Five exhibitions of 6*l.* each; number increased to eight, of 10*l.* each.
Carpenters.	
Read	Exhibition of 4*l.*, paid to a Cambridge scholar.
Clothworkers.	
Pilsworth	Exhibition of 5*l.* to Magdalen College, Oxford; increased by Company to 10*l.*
Hewett	Exhibition of 5*l.* to a scholar at Cambridge; increased by Company to 10*l.*
Heath	Two exhibitions to scholars at Oxford and Cambridge, of 2*l.* 10*s.* each; increased by Company to 10*l.* each.
B. Burnell	Exhibition of 5*l.* to a scholar at Oxford; increased by Company to 10*l.*
Cordwainers.	
Shaw	Two exhibitions of 4*l.* each, paid to poor scholars at Cambridge or Oxford.
Cutlers.	
Bucke	Exhibition of 3*l.* 6*s.* 8*d.*, not made available since 1796.
Craythorne	Two exhibitions of 3*l.* 6*s.* 8*d.* each, to scholars at Oxford and Cambridge; increased by Company to 6*l.* 13*s.* 4*d.* each.
Drapers.	
Russell	Two exhibitions of 6*l.* 13*s.* 4*d.* each, paid to scholars at Oxford and Cambridge.
Fishmongers.	
Kneseworth and Randolph	Twelve exhibitions of 20*l.* each, paid to students at Oxford or Cambridge.
Carter	One exhibition of 4*l.* to scholar at St. John's College, Cambridge, not made available.
Quested	Eight exhibitions, originally 4*l.* and 8*l.* each, not made available.

Goldsmiths.

Strelley - Two exhibitions of 5*l.*, paid by Company.

Grocers.

Backhouse - Two exhibitions, paid by Company; annual amount not stated.

Robinson - Four exhibitions of 6*l.* 5*s.* each, paid by Company.

Haberdashers.

Culverwell - Two exhibitions of [illegible]., paid by Company to persons appointed by Bishop of London.

Offley - Two exhibitions of 5[illegible]., to be paid in future, and increased to 10*l.*; not made available since 1775. On inquiry at Chester, in 1836, the Chester exhibition was found to have been revived and increased in amount to 10*l.*

Clarke - Two exhibitions of 5*l.*, to be increased as above; not made available since 1692.

Jeston - Three exhibitions of 6*l.* 13*s.* 4*d.* each, to Trinity College, Cambridge; paid by Company.

Lady Romney - Four exhibitions of 6*l.* each, to be paid in future, and increased to 12*l.*; not made available since 1739.

Gourney - Exhibition of 5*l.*, to be revived; not made available since 1670.

Ironmongers.

Lewin - Two exhibitions of 2*l.* 10*s.* each, paid by Company.

Dane - Two exhibitions of 5*l.* each; one only made available.

Chapman - Two exhibitions of 5*l.* each, to Oriel College, Oxford; paid by Company.

Hallwood - Four exhibitions of 4*l.* each, paid by Company.

Leathersellers.

Rogers - Four exhibitions of 16*l.* each, paid by Company; ought to be considerably increased.

Moseley - One exhibition of 8*l.*, paid by Company; ought to be increased.

Elliott - One exhibition of 8*l.*, paid by Company; ought to be increased.

These two exhibitions have been improperly limited to four, instead of five years.

Holmden - One exhibition of 4*l.*, to scholar of Sevenoaks or Tonbridge; increased from funds of Company to 8*l.*

Humble - Two exhibitions of 4*l.*; increased from funds of Company to 8*l.* each.

Mercers.

Barrett - One exhibition of 17*l.*, paid by Company.

Walthall - Three exhibitions of 12*l.* each; not made available.

Robinson - Four exhibitions of 24*l.* each; about to be increased.

Lady North - Four exhibitions of 20*l.* each.

Merchant Tailors.

Fish - Five exhibitions of 4*l.* 8*s.* each, paid by Company.

Vernon - Four exhibitions of 4*l.* each, paid by Company.

Wooller - One exhibition of 4*l.*, paid by Company.

Juxon - Two exhibitions of 4*l.* 16*s.* each, paid by Company.

Skinners.

Sir J. Lancaster - Four exhibitions of 15*l.* each, paid by Company,

Lewis - One exhibition of 5*l.*, paid by Company.

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APPENDIX B.

MIDDLE-CLASS EXAMINATIONS.

(TEXT-BOOKS FOR 1865.)

The following is a list of the books set for examination in the department of Classical and Modern Languages, by the principal examining boards for the year 1865. They comprise 22 separate examinations bearing more or less on Middle-class Education, including the local or matriculation examinations of the leading Universities in the United Kingdom, the College of Preceptors, the "Preliminary" examinations of the Inns of Court, the Incorporated Law Society, the Royal Colleges of Physicians and of Surgeons, the Apothecaries' Company, the Pharmaceutical Society, &c. &c.

UNIVERSITY OF CAMBRIDGE LOCAL.

JUNIOR.

Latin.—Cæsar de Bello Gallico, books iv., v.; Virgil, Æneid, book v.
Greek.—Xenophon, Anabasis, book i.; Euripides, Hecuba.
French.—Saintine, Picciola.
German.—De la Motte Fouquè, Undine.

SENIOR.

Latin.—Cicero, Philippic ii.; Virgil, Georgics, book iv.
Greek.—Xenophon, Memorabilia, book i.; Euripides, Phœnissæ.
French.—Molière, Misanthrope; Mignet, History of French Revolution, to year 1791.
German.—Pauli, Bilder aus Alt-England, ch. i., ii., and xii.; Gellert, Fabeln, book i.

UNIVERSITY OF OXFORD LOCAL.

JUNIOR.

Latin.—Cæsar de Bello Gallico, books v. and vi.; Virgil, Æneid, book i.
Greek.—Xenophon, Cyropædia, book i.; Homer, Iliad, book iv.
French.—Guizot's Guillaume le Conquérant.
German.—Andersen's Bilderbuch ohne Bilder.

SENIOR.

Passages from authors not previously prescribed.

UNIVERSITY OF EDINBURGH LOCAL.

JUNIOR.

Latin.—Cæsar de Bello Gallico, book ii.; Virgil, Æneid, book iii.
Greek.—Xenophon, Anabasis, book ii.; St. Luke's Gospel.
French.—Fénélon's Télémaque.
German.—Grimm's Kinder und Hausmärchen.

SENIOR.

Latin.—Horace, Odes, books ii. and iv.; Livy, book xxi,
Greek.—Homer, Iliad, book vi.; Xenophon, Anabasis, books iii. and iv.
French.—Translation and retranslation.
German.—Translation and retranslation.

UNIVERSITY OF ST. ANDREWS.

ORDINARY CERTIFICATE.

Latin.—Cæsar de Bello Gallico, book i.; Virgil, Æneid, book i.
Greek.—Xenophon, Anabasis, book i.; St. John's Gospel, chaps. i.—vi.
French.—Voltaire's Charles XII., books i.—iv.

ADVANCED CERTIFICATE.

Latin.—Horace, Odes, books i. ii.; Cicero's Speeches against Catiline, —iv.
Greek.—Homer, Iliad, book i.; Herodotus, book i.
German.—Schiller's Maria Stuart.
French.—Passages from authors not previously prescribed.

UNIVERSITY OF LONDON.

Matriculation.

January Examination.

Latin.—Latin, Livy, book xxi.
Greek.—Homer, Odyssey, book i.
French.—Boileau, Le Lutrin, Chants i., ii., iii., iv.; Alfred de Vigny, Servitude et Grandeur Militaires.
German.—Archenholz, History of Seven Years' War, books i. and ii.

June Examination.

Latin.—Horace, Odes, books ii. and iii.
Greek.—Xenophon, Anabasis, book i.
French.—Corneille, Horace; Xavier de Maistre, Le Lépreux de la Cité d'Aoste, La Jeune Sibérienne.
German.—Lessing, Emilia Galotti.

UNIVERSITY OF DUBLIN.

Entrance.

Greek.—(Two Authors from the following):—Homer's Iliad, books i., ii., iii.; Greek Testament, Gospels of St. Luke and St. John, and Acts; Euripides, Iphigenia in Aulis; Sophocles, Antigone; Plato, Apologia Socratis; Lucian, Walker's Selections; Xenophon's Anabasis.
Latin.—(Two Authors from the following):—Livy, books iv., v.; Virgil, Æneid, books i., ii., vi., vii.; Sallust; Horace, Odes; Horace, Satires and Epistles; Terence, Andria and Heautontimorumenos.

COLLEGE OF PRECEPTORS.

Third Class.

Latin.—Cæsar, De Bello Gallico, book i. cap. 1—29.
Greek.—None.
French.—Easy sentences from authors not previously prescribed.
German.—Ditto ditto.

Second Class.

Latin.—Cæsar, De Bello Gallico, books i. and ii.; Virgil, one of the first three books of the Æneid.
Greek.—None.
French.—Authors not previously prescribed.
German.—Ditto ditto.

First Class.

Latin.—Any two of the following works, one prose and the other poetical: Cæsar, de Bello Gallico, books i.—iii., or iii.—v.; Sallust, Catilina; Cicero, De Senectute; Virgil, Æneid, books i.—iii.; Horace, Odes, books i.—iii.
Greek.—Xenophon, Anabasis, books i.—iii.; the Greek Testament; Euripides, Medea.
French.—Passages from authors not previously prescribed.
German.—Ditto ditto.

COLLEGE OF PHYSICIANS (Lond.)

March Examination.

Latin.—Tacitus, Agricola; Virgil, Georgics, book iii.

September Examination.

Latin.—Cæsar de Bello Gallico, book iv.; Horace, Odes, book iii.

COLLEGE OF PHYSICIANS AND SURGEONS (Edinb.)

Latin.—Cæsar de Bello Gallico, book iv.; Virgil, Æneid, book vi.
Greek.—St. Mark's Gospel; Xenophon, Anabasis, book ii.
French.—Voltaire, Histoire de Charles XII.
German.—Schiller's Geschichte des dreissigjährigen Krieges, book iii.

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COLLEGE OF SURGEONS (IRELAND.)

Latin.—Virgil, Æneid, books i.—v.
Greek.—St. John's Gospel.

COLLEGE OF SURGEONS (LOND.)

Latin.—Cæsar de Bello Gallico, book i.
Greek.—St. John's Gospel.
French.—Voltaire's Histoire de Charles XII.
German.—Schiller's Geschichte des dreissigjährigen Krieges, books i., ii.

INNS OF COURT.

Latin.—Passages from authors not previously prescribed.

LAW SOCIETY.

Latin.—Sallust, Catiline; or Virgil, Æneid, book i.
Greek.—Homer' Iliad, book i.
Modern Greek.—Βεκκαρίου, περὶ Ἀδικημάτων καὶ Ποινῶν, μεταφρασμένον ἀπὸ τὴν Ἰταλικὴν Γλῶσσαν, 1—7, both inclusive; or Βεντοτῆς Ἱστορία τῆς Ἀμερικῆς, βιβλίον ζ'.
French.—Molière's L'Avare, acts i., ii., iii.; or Guizot's Alfred le Grand, chaps. i.—v.
German.—Schiller's Dreissigjähriger Kreig, 1st part; or Wieland's Oberon.
Spanish.—Cervantes, Don Quixote, chaps. i.—xv.; or Leandro Fernandez de Moratin El si de las Ninas.
Italian.—Manzoni's Promessi Sposi, chaps. i.—viii.; or Torquato Tasso's La Gerusalemme, cantos iv., v., vi.

SOCIETY OF APOTHECARIES.

Latin.—Horace, Odes, book i.; Cæsar, De Bello Civili, books i. ii; Virgil, Æneid, book vi.

OPTIONAL.

Greek.—Xenophon, Anabasis, book i.

PHARMACEUTICAL SOCIETY.

Latin.—Cæsar de Bello Gallico, book i.

SOCIETY OF ARTS.

Latin.—Livy, book i.; Virgil, Georgics, book iv.
French.—Mariette's Half-hours of French translation; Nizord's Histoire de la Littérature Française, vols. iii. and iv.; Duruy's Histoire de France, vol. ii.
German.—Schiller's Abfall der Neiderlande and Wilhelm Tell; Göethe's Tasso; Kohlrausch's Deutsche Geschichte; Tilman's Geschichte der deutschen National-Literatur.

DURHAM.

JUNIOR EXAMINATION.

Latin.—Cæsar de Bello Gallico, book i.; or Virgil, Æneid, book i.
Greek.—Xenophon, Anabasis, i.
French.—Voltaire, Charles XII.
German.—Fouquè, Undine.

SENIOR EXAMINATION.

Latin.—(1.) Cæsar de Bello Gallico, lib. i., ii., iii. (2.) Cicero, pro Milone. (3.) Virgil, Æneid, lib. ix., x. (4.) Horace, Odes, lib. i., ii. No candidate required to pass in more than two of these four subjects.
Greek.—(1.) Homer, Iliad i., ii. (2.) Xenophon, Anabasis, i., ii.
French.—(1.) Voltaires' Pierre le Grand. (2.) Racine's Iphigénie.
German.—(1.) Schiller's Thirty Years' War. (2.) Göethe's Egmont.

N.B.—A complete list of the public examinations influencing middle class education in this country would include, in addition to the above, those of the Civil Service Commissioners, the Council of Military Education, the India Civil Service, the Royal Agricultural and the Royal Horticultural Societies, the Institution of Civil Engineers, and the Institute of Actuaries. The Universities of Glasgow, Aberdeen, the Queen's University of Ireland, and the Educational Institute of Scotland, have, it is understood, at present under consideration, schemes of examination similar to those already established by the other universities and examining boards.

A. K. Isbister, Esq., M.A.
1st Nov. 1865.

Thursday, 2nd November 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART., M.P.
DEAN OF CHICHESTER.
REV. FREDK. TEMPLE, D.D.
REV. ANTHONY WILSON THOROLD, M.A.
WILLIAM EDWARD FORSTER, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
THOMAS DYKE ACLAND, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Rev. EDWARD CLARKE LOWE, D.D., called in and examined.

Rev. E. C. Lowe, D.D.
2nd Nov. 1865.

9304. (*Lord Taunton.*) I believe you are the head master of St. John's College, *Hurstpierpoint*?—Yes.

9305. How long *have you filled that situation*?—The school first began in 1849, and has been under my charge ever since.

9306. I believe your school is one of the main branches of the system of schools established by Mr. Woodard?—Yes.

9307. Can you, in the first instance, give us a general view of what that system is?—I may perhaps mention that I have given a general view of that system in a letter, which is published, addressed to Sir John Coleridge in 1861, setting forth all the general features of the Sussex schools. I have brought a copy of it with me. This letter contains the details of the scheme, and would only need correction in so far as numbers, and the growth of the institutions during the last four years would necessitate alteration.

9308. Will you be so good as to give us, without going into detail, a general view of this system as far as you are able?—I think Mr. Woodard's idea as founder is, under the name of a college, to form a society of clergymen of the Church of England and of laymen for the purpose of giving to the members of the Church of England throughout the different classes of society a sound grammatical education. He looks to effect this by a series of schools representing the different classes of society. Two essential features of these schools are that they should be boarding schools, and that they should be on such terms as should render them self-supporting. They are placed as an essential feature of their constitution under the bishop of the diocese as visitor, and the general management of these schools is carried on by the association which he has formed, and which calls itself the Provost and Fellows of St. Nicholas' College.

Rev.E.C.Lowe, D.D.

2nd Nov. 1865.

9309. I think there are now three main branches of these schools, are there not?—There are.

9310. Your school of St. John's is one of those branches?—It is.

9311. What particular portion of the middle classes does that college address itself to?—I should say to what would be called the upper portion of the trading and agricultural class.

9312. What is the annual cost of education and board at this college?—Thirty guineas per annum are now the terms. A reduction upon that is made to natives of and residents in the county of Sussex: the terms to them are 27 guineas.

9313. Before we go into details with regard to your school, will you have the kindness to state what is the nature of the two other schools?—The school below mine is fixed at 14 guineas a year, or 18 guineas in the head master's house; in our highest school, which is at Lancing, the terms are at three rates—90 guineas in the head master's house, 80 guineas in the second master's house, and 60 guineas in what is called the school house; that is in the general part of the school.

9314. Are these schools separately self-supporting?—Yes; that is an integral feature of the scheme, though I may state that the scheme, as laid before the public by Mr. Woodard, contemplated that in case of necessity the higher schools might act as auxiliary to the cheaper ones.

9315. You mean that the highest school should help the two cheaper ones?—That was when his theory was only upon paper; it was stated by him that the profits of the higher schools would go or might go to the support of the lower ones; but he has since, in working out his plan, determined that the buildings being once provided, the schools shall be at such a price as shall support them, and provide board and instruction.

9316. You say the buildings being once provided?—Yes.

9317. I presume, when you say the schools are self-supporting, that does not include the ordinary cost of buildings and the purchase of lands?—Not entirely; in fact, in a main degree it does not. The purchase of land both at Hurstpierpoint and at Lancing has been provided for by the public, and also the buildings which are there have been mainly erected in the same way. At the same time, at Hurstpierpoint I should say that a considerable sum of money has been spent by the school in completing the buildings. We went into them at a time when about one-third of the building was in the rough carcase, simply the walls and a roof over it, but unglazed, and unfloored, and unfurnished altogether.

9318. Therefore your own school is at this moment completely self-supporting?—Completely self-supporting.

9319. Is there any debt upon the building?—None whatever.

9320. Not upon any one of the three schools?—No; I believe there is no debt which we are not prepared to meet. I mean to say, if the question be asked whether the buildings are all actually paid for, there are funds to pay for them.

9321. (*Lord Lyttelton.*) Do you mean the two schools of Lancing and Hurstpierpoint?—I mean on all our buildings; that is to say, no contract is signed for building purposes until we know how we are to meet it.

9322. (*Lord Taunton.*) Will you state in round numbers what was the amount of money contributed by the public for the erection and purchase of those buildings?—I stated that up to 1861 at Hurstpierpoint upwards of 30,000*l.* had been expended in the building; that the entire design was not then completed, and that perhaps another 20,000*l.*

would in the end be necessary. Since that time some 4,000*l.* or 5,000*l.* more has been expended in erecting our new chapel, which, within a few days, has been completed for use.

9323. Was that contributed by the public ?—Not entirely.

9324. (*Dr. Temple.*) You have not answered the chairman's question as to what proportion of the 30,000*l.* was contributed by the public ?—I suppose one might, for practical purposes, say of that 30,000*l.*, that it was all provided by Mr. Woodard; that would be a more correct way of stating it, than that it was provided by the public; because although the public did give a good many 5*l.* subscriptions, yet the burden of raising the building devolved upon Mr. Woodard, who himself at that time was personally responsible for it, and who raised the buildings; so far they were not raised in the ordinary sense of public subscriptions, solicited here and there. What amount of that money Mr. Woodard himself furnished, or what amount friends placed in his hands, I am quite unable to say.

9325. (*Lord Lyttelton.*) He was responsible, but in fact by far the greater part of that sum was contributed by friends, was it not ?—What I meant to convey to you was, that I do not think that the main sum was raised by a large number of small subscriptions, but that the money was chiefly contributed by some few persons, of whose names I am really ignorant.

9326. (*Mr. Forster.*) What I wanted to know was what proportion of the 30,000*l.* had been earned by the school ?—I think I had better say that the 30,000*l.* came to the school; that it put us into it. I could not, off hand, tell you how much we have since spent; all I can tell you is, that we have since we have been in the building done enough to enable us to take more than 100 boys into the place; in the way of furnishing a wing which we received with merely bare walls, unglazed windows, and a tiled roof.

9327. (*Lord Taunton.*) Out of the money thus contributed by the public, was any portion invested in the way of endowments in the school for the purpose of exhibitions, or improving the salaries of the masters, or in any other way to assist in conducting the system of the school independently of the income derived from the pupils ?—No, we have no endowments at present, but we look forward to them. We should be very glad indeed to have some endowments.

9328. But no part of the original money was expended in that way ?—None; except so far as a certain amount of land might be looked upon as an endowment.

9329. That is land for the buildings ?—That is land for the buildings.

9330. But for the purposes of income to the school ?—At Hurstpierpoint the land is merely sufficient for the buildings to stand on, and to form playgrounds for the boys.

9331. Are you able to state what the numbers at present are in those three schools respectively ?—I can say of my own school that we have at this time under tuition 339 boys. At Lancing it is, I think, 126 boys, and in the third school 279 boys.

9332. (*Lord Lyttelton.*) They are boarders in every case ?—Yes.

9333. (*Mr. Acland.*) The third school is at Shoreham, I think ?—Yes.

9334. (*Lord Taunton.*) With regard to your own school, I think you stated that the expense to a boy was about 30 guineas a year ?—Yes.

3935. Do you find that the Sussex farmers and the substantial tradesmen in towns are able and willing to pay that sum for the tuition of their boys ?—Yes. I think I may mention, as a proof of their willingness to pay, that one of the perquisites of my office is to receive boys

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at a slightly increased rate; boys in my dormitory, as it is called, pay 36 guineas a year, instead of 30 guineas; and for some reason or another the contention with the parents always is to put them in there, though the advantages of so doing are more to myself than to the boys. The mere fact of having to pay more seems to make it a special inducement to put them there.

9336. Is there room in your establishment for more boys?—Never. I have always a list standing over, and now for the last two years my invariable answer has been, "You must put the boy into the ordinary "part of the school, and he must take his turn when a vacancy occurs "in mine." I have at this time a list of about eight or ten who are waiting their chance to come in after the Christmas holidays.

9337. Would there be any disadvantage, if funds could be provided for it, in considerably enlarging your school?—I think so, if considerably enlarged; I think we have in prospect (though I cannot speak with decision on the point) the plan of raising our numbers to 400; 300 was the number originally contemplated, but I think 400 would be the maximum.

9338. (*Lord Lyttelton.*) When you said that 8 or 10 were waiting, you meant waiting for admission to your own dormitory?—Yes, that is about the number.

9339. (*Lord Taunton.*) Is the general school full?—Yes, the general school is full in this sense, that the buildings are founded and intended for 300 boys, and we have 339. At the same time we can, by adaptation of the premises, take in some 20 more, and that would be the utmost that we could do. From the day we turned 300, it has been a matter of favour to take more.

9340. Do you believe that there would be no advantage, but rather the contrary, in having more than 400 boys together in a school of that description?—I think it would involve an entire change in our internal arrangements; that our dining hall, our cooking arrangements, and all that sort of thing would have to be so very much enlarged, or else supplemented at such very great expense, that it would be attended with very great practical inconvenience.

9341. Do you allow of day scholars, or is it the principle of your school that they should be all boarders?—We allow of day scholars, but they form a mere drop in the numbers, and one's recommendation to their parents always is as much as possible to send them as boarders.

9342. Your opinion, I suppose from that answer, is in favour of the system of boarders rather than of day scholars, as a means of education?—Very strongly; as far as my experience goes, I am led to that conclusion; and especially for the class of boys with whom I have been chiefly concerned.

9343. (*Lord Lyttelton.*) Is the building complete as originally designed?—No, not entirely; it is still wanting the head master's residence and infirmary, that is to say, a permanent infirmary. We have an infirmary which we rent in the form of a hired house at a distance from the building.

9344. You have just completed a chapel?—Yes.

9345. That was part of the original design?—It was part of the original design; until now we have been using the crypt underneath the dining hall.

9346. How much land is there about the college?—Including what the buildings stand on, it is about 24 acres.

9347. What use do you make of that land?—With the exception of about an acre of it, which is used as a kitchen garden, it makes a playground.

9348. All the rest is used as playground ?—Yes ; or is in preparation for it. Some of it has been lately added, and is not yet sufficiently turfed to let the boys play in, but next season it will be ready for playground.

9349. What are your rules as to admission of boys ; have you any minimum of age or of qualification ?—The only requirement is that a boy should be able to read sufficiently well to learn a lesson by himself.

9350. You do not require any knowledge of writing ?—No, it is not required. I may mention at this point that within the last 18 months we have induced a lady to open a preparatory school for little boys about two miles from us. My hope is that by means of that school we shall, after a time, have no boys coming to us under nine years old, and who have not at that age entered at least upon the rudiments of learning.

9351. *That school is a sort of off-shoot ?—It is an off-shoot over which we have no absolute control, beyond allowing the lady to state that it is under our inspection.*

9352. Do you ask questions as to the class of life from which the boys come ?—Yes.

9353. What do you do about that ?—If a gentleman or a person of means, not being a tradesman or a farmer, applies, I always draw his attention to the prospectus, which states that the school is intended for the sons of the commercial and agricultural classes.

9354. Was that laid down in the original documents ?—Yes. I might mention that not very long ago I was asked by a nobleman of very high rank to receive a relative of his, but I thought I ought not to receive him, and I declined ; it has constantly happened in the same way that applications have been made by persons to whom it did not appear to me that I was justified in opening the place ; they appeared to be taking advantage of the place when there was no sufficient claim on their part.

9355. Have you often refused boys on that ground ?—Not unfrequently. I might mention that cases of this sort arise, that a wealthy person, or a gentleman of independent means, may have very necessitous relations, and in that way one has considered, on a statement of the case, that one was justified in receiving them.

9356. Have you any children of the professional class ; any of the clergy ?—A good many poor clergymen's sons. I think, perhaps, I may say, that I have been a good deal guided by the class of boys who are admitted into Christ's Hospital ; our school represents a mixed body, including the children of very poor professional men who would otherwise be found in commercial academies.

9357. Is there any preponderating class ?—Yes, tradesmen, certainly.

9358. Do tradesmen much preponderate beyond farmers ?—I should be disposed to think so ; but I have not examined into the point, and I would rather not express a distinct opinion.

9359. There cannot be any manifest preponderance ?—No.

9360. (*Lord Taunton.*) Have you any reason to think that farmers are deterred by the expense from sending their sons to the school ?—I do not think that farmers as a class are ; I think that a good many individual farmers are deterred from any outlay in the matter of education.

9361. (*Lord Lyttelton.*) You have many sons of London tradesmen ?—Yes.

9362. The school is conducted on the dormitory principle entirely ?—Yes.

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9363. Have you no single rooms for the boys?—A few, but those single rooms are built for our training school.

9364. As far as the middle school is concerned, is it entirely arranged on the dormitory principle?—Yes.

9365. How many dormitories have you?—We have six dormitories, with 50 boys in each dormitory.

9366. Do you attach importance to the dormitory principle, as distinguished from smaller rooms?—Yes.

9367. Would you say, generally, what is your ground of preference for a boarding school above a day school?—I think for the class of boys with whom I am concerned, especially the trading classes, it is a very great advantage to them to be brought up in the country, not only on mere sanitary grounds, but also from the variety of objects which engage their attention. It also appears to me that a boarding school is able to produce what I regard as one of the most valuable parts of education, a strong *esprit de corps;* that games, to which I also attach very great importance, and a growing importance, can be carried on in a spirited manner, in every way much better in a boarding school; and also that the bringing together of numbers in a boarding school upon the ordinary principle of co-operation enables people of slender means to get the advantages of numbers in this way, that a moderate subscription from a great many will provide them with a very good cricket ground, and all that sort of thing, which otherwise they would not so easily get; then again, another ground of this preference which I have is the great relief it appears to be, as far as my experience goes, to parents to delegate their authority. They feel themselves child-ridden; I might instance as a proof of this, that when we first began school, I could not get the boys to come back at the beginning of the half year after the holidays; at the beginning of the holidays the parents grumbled because they were too long, yet at the end they would not send them back to the day. It was useless to punish the boys, or at least it seemed to me unjust; it led to a small fine being imposed, which mulcts the parents of *2s. 6d.* for the first day, and *1s.* for every day after, unless a medical certificate accompanies the returning boy. The parents felt that this *2s. 6d.* gave them a vantage ground whereon they could hold their children at bay, and there has been comparatively very little difficulty in getting them back. In many other ways, as I think may easily occur to you without my going into details, the accommodation of small houses, the domestic arrangement of small houses, the class of servants in small houses, and all that sort of thing, suggest the advantage it is to the parents to be able to board their children at school and not to have their big boys always at home.

9368. Many of these reasons are especially applicable to the middle classes?—I think to any one whose circumstances compel them to live in small houses with large families.

9369. Have you any maximum of age beyond which a boy is not allowed to remain?—No.

9370. How long do they generally remain?—The longest, I think, is one who has just left us and gone to Oxford; he has been there about ten and a half years.

9371. He is about 18 years of age?—Eighteen and a half years; he was under nine when he came.

9372. With regard to expense, is not this Mr. Woodard's idea with regard to the middle classes: that whereas the upper classes are benefiting largely, and have for centuries benefited, by endowments pro-

vided by the liberality of our ancestors, and the lower class benefit largely from Government and charitable subscriptions, it is reasonable that (apart from pocket money and maintenance, which should be paid by the parents) the middle classes should benefit in two ways, corresponding to the other two classes to which I have referred: first, that the land and the buildings should be provided by the public; and next, that part of the endowments with which the universities are supplied, and which are paid in fellowships to the Fellows of colleges, should be utilized by their undertaking to teach in such a school as Mr. Woodard has founded, on lower terms than they could do if they had not the endowments of their fellowships partly to look to for their support?—I think, with regard to the first part of your question, you have stated Mr. Woodard's opinion quite accurately. I do not think, with regard to the Fellows of colleges, although it has happened that we have several times had Fellows of colleges who have been working with us, that we could say that is a reliable part of the scheme.

9373. When you say "not reliable," is it not the fact that in your school and I think at Shoreham, the teaching has been partly supplied, as I may say, for love, by Fellows of colleges who can afford to do it at much lower terms than the market value of their services?—Yes, I grant that; but at the same time I think that we are prepared to carry our schools on without such sacrifice, and that we should find men to carry them on under the ordinary terms of supply and demand.

9374. If so, you would have to raise your terms?—No, I think not. I may perhaps mention in connexion with that, that here seems to me one of the great advantages of our system, which recognizes largely a clerical element in it; for I think it will be found that clerical schoolmasters, feeling that teaching is their line, will go into the profession much with the same heart, and much with the same sort of contentment, which lead a gentleman to go to parish work with little prospect of more than a competence. Therefore, I think that we may rely upon clerical masters serving in our schools for a competence, and putting the question of saving much money, or a fortune, as much out of sight as the small country vicar or perpetual curate does.

9375. But has not that competence to a great extent been supplied to them by their college fellowships, so that from your funds they receive very small stipends?—There was one friend, who is now dead, who held an University fellowship, but he was paid the same salary as others, though he always paid it back again. So far he never took anything actually for his services. It has happened that two or three others in our time have been Fellows of colleges.

9376. Not more than that?—I think not.

9377. Did not Mr. Woodard state in some of his publications that he thought it was only a fair return by some of those younger Fellows of colleges, for endowments which they receive, that they should devote themselves in this way to the work of education?—I think that Mr. Woodard did make that kind of appeal, but I do not think that the appeal was responded to on a very large scale.

9378. (*Mr. Forster.*) You mentioned a Provost and Fellows; how many Fellows are there?—We are seven.

9379. Do they take part in the management?—Both in the direction of the whole affairs and in the working of the schools.

9380. For instance, you are yourself a Fellow?—Yes, I happen to be the senior Fellow.

9381. They are chiefly the masters of the schools?—It is not necessary. It may happen hereafter, that our scheme, when fully matured,

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would make the Fellows a kind of council, who might or might not be engaged in tuition, but from our necessities hitherto we have had no room for any idle people, and we have all of us had to work.

9382. How would vacancies amongst the Fellows be filled up?—At present they are self-elected. They are nominated in the first instance by the Provost as probationary Fellows, and elected as full Fellows by the body.

9383. You mentioned that the sum charged to Sussex boys was rather less than to the others; what proportion of the boys in your school come from Sussex?—I think in the return which I made in May that was stated, but if not, I can supply the information.

9384. You stated that you advised the parents to send their boys as boarding scholars rather than day scholars?—Yes.

9385. Is it the case that you have many children of persons who live close by?—We are quite in the country, and there is hardly any one except a few peasantry around us. We have nobody to speak of within a mile and a half of the building. We generally have from 6 to 10 boys who come out of the village, the sons of the tailors, the shoemakers, and builders etc., and in proportion as they have managed to get a good year out of the school or not, so these boys may sometimes make their appearance as boarders.

9386. Comparing day schools and boarding schools, I dare say you have heard it sometimes stated that for children of this class it is more probable that day schools would be used, because the cost of boarding a boy is greater than the cost of keeping that boy in his father's house?—Yes.

9387. Do you think that that is the case with the sum that you charge?—I should be disposed to think that it is not the case, and certainly not in our cheapest school. I should think that when you deduct from our terms what would be the ordinary charge for tuition, there is not very much left that a parent could find to object to in the price that is paid for boarding and washing.

9388. How much of the 30 guineas, for instance, would you deduct for tuition?—I have never made any calculation.

9389. You have some day scholars; what do you charge for them?—It is a mere nominal charge; they pay 5*l.* a year.

9390. Would you think that would hardly fairly estimate the difference?—I have not considered that part of the question. We wish to be obliging to our neighbours. We do not care about day boys, but we do not want to be hard on them in respect of terms. There is the school, if they like to come.

9391. Do you think that with parents of that class of life you might fairly calculate that their children would cost them 25*l.* a year at home?—No, I suppose they would not.

9392. What length of holidays have you?—Six weeks twice in the year. Our working year is 40 weeks; every quarter is 10 weeks.

9393. You stated that the great body of the boys at your school were in the commercial or agricultural classes, and that there were a great many tradesmen's sons?—Yes.

9394. That is rather a vague term; do you mean shopkeepers, or do you include merchants?—Shopkeepers, or clerks in banks, and in large firms.

9395. You would not include merchants?—No. At the same time, even there again, there are large merchants and small merchants, the different classes shade off so. I do my best to keep off people that one thinks are taking advantage of us.

9396. (*Lord Lyttelton.*) You wish to have those who cannot afford

to do better ?—Yes. Of course there is nothing to prevent a rich west-end tradesman from claiming to send his sons in, and availing himself of the school.

9397. You would not refuse them ?—No, I have no right to do so. The prospectus says it is for the commercial and agricultural classes, and the man says, "I wish to bring up my boy to the same profitable "trade I have followed myself."

9398. (*Mr. Forster.*) I should rather gather from your previous answers that the schools are at present making a profit ?—My school makes a profit which, as I say, enables us just to keep moving. After we have paid our way, we keep going on.

9399. I suppose you can hardly tell whether the profit is so large that it would pay an interest of, say, five per cent. on the buildings ?—I cannot tell you that.

9400. Because that would make it completely self-supporting ?—I cannot tell you that. I have never calculated it.

9401. What occupations do the large proportion of the boys go to ? The same occupations as their fathers I suppose ?—To analogous occupations.

9402. Do you send any large number to professions ?—Not a large number. A certain number become doctors.

9403. Do a considerable number of the sons of tradesmen or farmers go into professions, having obtained the advantages of your school ?—No, I think not. We have a few and an increasing number who turn their thoughts towards the universities.

9404. (*Sir S. Northcote.*) With a view to take orders ?—I do not know that they do, but I think a large proportion of those who go from us to the university will take orders.

9405. (*Mr. Forster.*) I merely asked the question to know whether the education that you gave, being, I do not doubt, a very good one, tends to induce the parents, we will say either farmers or shopkeepers, to send their children to professions instead of bringing them up to their own trades ?—It does in some instances. I am sometimes asked what a boy is fit for, and where I have the opportunity, if the boy is one of ability, and the parents' means are at all likely to meet it, I always give my recommendation in favour of whatever would be most elevating to the boy.

9406. About how many do you send yearly to the universities ?—I suppose two a year for the last three years have been about the number. We have five at Oxford and two at Cambridge now.

9407. Do any of them go to either of the London colleges ?—Yes, it is not at all an uncommon thing for boys when they leave us to go to evening classes at King's College; and again some of them pass their examination at the London university, especially those who matriculate there for the medical school.

9408. You were speaking of the dormitories which contain 50 boys; does the master sleep in the room ?—Not in the room, but adjoining the room is a master's bedroom, which communicates with the dormitory by a large window that opens.

9409. Is the dormitory put in the charge of boys ?—It is put in the charge of boys.

9410. Of more than one boy for the 50 ?—Yes, generally speaking, there would be three or four prefects in a dormitory, but always two.

9411. (*Rev. A. W. Thorold.*) Are the beds partitioned off ?—No, they are not, they are quite open.

9412. (*Lord Lyttelton,*) With reference to the third school, does Mr. Woodard think that, apart from the cost of the land and the

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building, these boys can be maintained and a fair value paid for their teaching at an expense of 14 guineas a year for forty weeks in the year?—That would depend upon what you mean by "a fair value." I should be disposed to answer your question in this way, by saying that we have every reason to believe that we can give an education at that price which will involve nobody outside of us in any expense and ourselves in no loss.

9413. (*Dr. Temple.*) That is not quite to the point; the question is, is that school separately self-supporting?—Up to this time it has been.

9414. That is the masters of the school are merely paid out of the 14 guineas, and do not receive anything from the college?—You were asking about endowments just now. We have a small endowment of two fellowships of 45*l.* a year each. One of those 45*l.* fellowships is held by the head master of the third school, and that is the amount of assistance which he receives.

9415. (*Lord Lyttelton.*) At what do you estimate the cost of maintenance for each boy at the school?—In order to be accurate I should prefer procuring you that information.

9416. (*Lord Taunton.*) Do you think this is done without relying upon the assistance of individuals who give from motives of public spirit, and which cannot be depended upon to go on any longer?—My view, and I think that which we all share, is this, that part of the work of the Established Church is to provide education, and that there will be in the clergy a body who will be just as ready to educate as there is a body amongst the clergy ready to go and live in Bethnal Green or elsewhere and keep themselves on 150*l.* a year.

9417. The cheapness of your system depends a good deal on the voluntary exertions of clergymen who from a sense of duty give you that assistance at a rate which ordinary schoolmasters, properly qualified could not be expected to give it?—Quite so, it is the clerical element I rely upon for maintaining cheap boarding schools and good education.

9418. (*Lord Lyttelton.*) You cannot say whether the maintenance of the boys is less than five shillings a head a week?—I hesitate about giving an answer, because there is no doubt the price of provisions has lately risen so very much that the information which I might have relied upon a year ago would not be quite applicable now, and in point of fact I do not know within the last six months what are the averages of the school.

9419. I believe you raised your terms some years ago?—I may mention that Hurstpierpoint school began at 18 guineas a year, and was raised, as it filled, to 25, and after the cheap school was started at 14 guineas, we considered that we had provided for that class of society, and we raised ours to their present terms.

9420. (*Lord Taunton.*) Do you think it essential not to raise it higher?—I am not sure whether we need raise ours, but I have a strong conviction that there would be plenty of people of the class we have who would pay more than they do at Hurst.

9421. If you did raise it higher, would it not exclude a large class of persons for whom it is very important to provide education?—I think it would. It would exclude a great many. The last rise was from 25 guineas to 30 guineas. That rise, I think, was felt, and there were a good many people who were disappointed at having the alternative of either sending their sons to our cheap school, or not sending them to one of our schools at all.

9422. I believe there is a large class of small farmers in Sussex, is there not?—Yes.

9423. (*Sir S. Northcote.*) Can you tell me what is the total amount

which is spent upon the payment of the masters in your school?—£1,800 per annum would be about it.

9424. Can you at all tell me what the incidental expenses of education, providing books and other things of that kind, would come to?—My general answer to parents is, that I believe an annual sum of from 5*l.* to 6*l.* in excess of the terms covers books, repairs, tailors and shoemakers bills, pocket money, and such subscriptions as we may be called upon to advance for the boys.

9425. (*Lord Lyttelton.*) Subscriptions to games?—Yes.

9426. (*Sir S. Northcote*) Does the 1,800*l.* include the board of the masters?—No.

9427. To remunerate the masters properly of course there must be something added for board. What is the number of the masters?—you may put it at 15.

9428. (*Mr. Acland.*) That is the masters who board?—Yes.

9429. (*Sir S. Northcote.*) What do you suppose their board might be taken at roughly?—I cannot quite answer that question. The masters take all their meals in the general hall at the same time with the boys, and every six months we strike an average of what the price is per head throughout the place, including servants, masters, and boys; but I am not aware of any calculation having been made of the expenses separately for the masters.

9430. (*Mr. Acland.*) What is the average per head for the whole place?—I dare say at this time we should be up to a shilling a day; up to within 18 months, 9¾*d.* and a fraction was our average.

9431. (*Sir S. Northcote.*) Would you take the board of the masters at about 10*s.* a week?—You must not ask me to express an opinion, for I have never considered the question. I can only answer for what I actually know, the fact being that we have so much to do, that one has no time for working out any statistics except what are absolutely necessary for our own purpose.

9432. (*Mr. Baines.*) Do you mean that 10*d.* a day was the average charge for food?—The 10*d.* is what we consider, at average prices, would provide us with food, coals, washing, and light.

9433. (*Mr. Acland.*) Not attendance of servants?—Not including servants' wages or keep.

9434. (*Sir S. Northcote.*) Taking the salaries of the masters at 1,800*l.*, and taking the board of the masters for 40 weeks in the year, 15 masters at 10*s.* each, making 300*l.* a year, I find a fixed expenditure of something like 2,100*l.*, which, divided between 300 boys, would give 7*l.* a year to each?—Yes.

9435. We must add some 3*l.* a year perhaps for incidental expenses, that is to say, 10*l.* a year as the cost of education. Do you suppose that 10*l.* a year may be roughly taken as something like the cost of education, independently of the cost of boarding in your school?—I remember that when our terms were at 18 guineas a year, and when at that price we were obliged to be more economical than in our comparatively luxurious condition of 30 guineas, we used to reckon, when we had about 250 boys, that we ought to have the 8 guineas per head to meet the expenses of salaries and keeping up the place.

9436. Therefore when I put it at 10 guineas or 10*l.*, I put it fairly high?—I think so.

9437. That being so, it leaves a sum of about 20 guineas as the charge for boarding?—Yes.

9438. I mean as the expense which the parent is put to for the boarding?—Yes.

9439. That is for boarding for three-fourths of the year, one-fourth

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being given to holidays?—Yes. I would state, that when the terms were raised to 30 guineas a circular was sent round to all the parents, stating that we were then going to open a Hurst Completion Fund, and that the five guineas, which were then added, were to go to this Hurst Completion Fund. Out of it we have already paid a good deal for building our new chapel; my house has to be built, and an infirmary has to be built. Those enlargements which are in contemplation for raising our number to 400 boys will come out of this. We also told the parents that with this increase we should be desirous of doing something in the way of benefiting their boys. Out of that money we have now just started three exhibitions, which will be given yearly, which are tenable for three years, and at the end of the three years the holder will have received 50*l.* from us. I mention this as showing you that the rise in our terms was not intended to be followed by any corresponding rise in our salaries.

9440. Were the salaries in point of fact raised?—Slightly; three of the masters received 25*l.* a year more than before.

9441. The object of my questions, of course, is this: I want to ascertain how far it is probable that parents of a certain class of life would be able and willing to afford boarding expenses. With regard to the effect of raising your price, had it at all the effect of changing the class of boys who come to the school?—I think not of changing the class, but it affected individuals.

9442. Do boys come from any distance besides the boys who come from London?—Yes.

9443. What is the greatest distance that you know of?—I suppose Gipps' Land, in Australia, is the remotest point at present.

9444. I mean from different parts of England?—I know that at one time we had a boy from very near the Land's End, at the same time that we had one from Coldstream, which is on the borders of Scotland; and we have at this present time a boy from Dundee, another from Barnstaple, and another from near Falmouth. Yorkshire is always well represented.

9445. In what class of life were the parents of these boys?—It is sometime ago that the boy came from the Borders. He was the son of a nobleman's bailiff, or his father held some position of that sort. I imagine that probably the master helped the servant in the expenses; though I do not know that, I think it is very likely. He was a promising boy, and I imagine that the master was anxious to give his servant's son an education.

9446. Do you think that men who are *bonâ fide* in the position of farmers or tradesmen, and who live, we will say, 50 or 100 miles off, would be in a position to send their sons to board?—I think so certainly; for instance, we have a great many boys of Wiltshire and Dorsetshire farmers. We have a large number of Dover boys. A good many farmers and commercial people's sons have come to us from Derbyshire. 50 or 100 miles by rail is not a very serious matter.

9447. With regard to the class that comes to the lowest school, is there any restriction as to them; might the same class of boys who come to you go to the lowest school if they pleased?—If I recollect right the prospectus of that school states that it is intended for those whose incomes do not exceed 150*l.* per annum.

9448. Would questions be put to ascertain the amount of the parents' income, or would a boy whose parents were pretty well known to have much more than the income you have named be excluded?—Yes, and it not unfrequently happened at the beginning of the school, when one used to hear more about details than now, that people would

honestly say, "My income is 200*l.*, but I have a large family" or, something of that sort, and on a statement of that kind an equitable view of the case was taken. *Rev. E. C. Lowe, D.D.* 2nd Nov. 1865.

9449. Does it ever happen that boys having been sent to the lower school come up to the middle school afterwards?—Yes, it not unfrequently happens that I get boys from the lower school. I should like to mention to you, in respect of that, that so anxious are we to give every class of the community the very best chance of rising, that we have a series of scholarships by which boys can rise from the very lowest grade, and may be carried up to our highest school, at Lancing, at a very moderate rate.

9450. May I understand from your saying, on the one hand, that an income of 150*l.* is a sort of test for the lower school, and on the other hand, that boys frequently come from the lower school into the middle school, that there are a fair number of boys in the middle school whose parents have incomes of not more than 150*l.*?—Certainly. As regards some clergymen, half-pay officers, and people of that sort, one knows it for certain; with regard to others I really cannot tell, for it is part of my business, having to deal with a sensitive class of the community, to ask as few questions as possible.

9451. As far as your information goes, you consider there are boys in your school, and a fair number, whose parents have incomes of not more than 150*l.*?—I know there are a great number of people to whom every sixpence is an object, and I very often hear of it if a bill is half-a-crown more than was calculated upon.

9452. What I wanted to get at was whether parents are prepared to give up 30*l.* a year out of an income of 150*l.* for the education of a child?—I should not think that parents generally would be prepared to make that sacrifice, because I think, as far as my observation goes, that while there are no limits to the sacrifice some parents will make, parents generally do not care very much on the subject of education.

9453. It would be an exceptional case, but still there are such cases?—There are such cases. I might mention the case of a man in the Borough who sent his sons to the lower school, and who got on in life; now he is better off; he sends them all now to me. I first formed the connexion with him, he having sent his sons to the lower school.

9454. (*Dr. Temple.*) You give your masters an average salary of 120*l.*, do you not?—I have not calculated any average on the subject. Our masters represent two classes of men, viz., university men, and those who are not university men.

9455. What is the lowest salary that you give to a university man?—75*l.* a year.

9456. And what is the highest to a non-university man?—70*l.* is the highest that any one who is not a university man is now receiving.

9457. And what is the lowest?—Those who come to us out of our training school, when they have passed their time in the training school, begin, after having received their certificate from us, at 20*l.* a-year, and they rise up to 50*l.*

9458. How many of the 15 masters are university men?—Eight.

9459. Do you find it easy in the case of having vacancies to fill up to get university men to take those places?—I think I may say that there is no difficulty in getting university men; but it is not always easy to get the university men that I want.

9460. The possibility of extending such a system as Mr. Woodard's over the whole country would depend very much on the possibility of getting masters at this rate, would it not?—Yes. I think you must

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take into consideration with respect to the salaries the position which our masters occupy; that they occupy a position very different from that of ushers in a school; and that is an attraction to many. Then they have the society of gentlemen, and there is an easy and liberal tone in the place. They have comfortable rooms, and out of school they are very much their own masters.

9461. Do they stay with you long?—Yes; one of them has been with me some fourteen years, I think.

9462. But what is the average stay?—Out of the number I see here, eight out of the fifteen must have been with me four or five years, and some of them ten or eleven years.

9463. There is no possibility of their marrying while they are with you?—I will not say that there is no possibility, I would rather say there is not a great probability; but the matter is under consideration. At Lancing we have already made arrangements for the second master there marrying, and as soon as my house is built, and myself and my family have removed from under the college roof, a second master would be able to marry; and, in fact, we are prepared to consider the question of adapting our buildings so as to enable some three, perhaps, of the masters to marry.

9464. Do you foresee any difficulty, as time goes on, in keeping up your staff?—I do not see any cause why the supply should fail.

9465. Do you provide retiring pensions or anything to enable men to leave you?—It is part of the scheme that at our centre school at Lancing there shall be buildings which will enable superannuated Fellows to retire; but those buildings only exist upon paper at present.

9466. (*Dean of Chichester.*) Would the married masters be allowed to take pupils?—I should think there would probably be a scale of capitation fees.

9467. But would they be allowed to take boarders?—They would have a dormitory, just the same as I stated just now that I have; a dormitory in which the boys pay a little more; and I have a part of the excess of payment as a perquisite. Something analogous to that would probably be carried out with regard to the other masters who were married.

9468. Does the second master of Lancing take boarders?—In that way.

9469. What is the connexion between the three schools?—It is the closest possible connexion, because all the three schools are under the same government, namely, the body which calls itself the Provost and Fellows of St. Nicholas' College.

9470. Are the boys in the upper class of the lower school admitted to your school, and so on to the Lancing school? If a boy distinguishes himself at Shoreham school, would he be pretty nearly, as a matter of course, elevated to your school?—We have several scholarships at Hurst, which reduce all expenses of board and education to 10 guineas a year, and one of those scholarships is open to a boy from the lower school, and is filled up by competition. In the same way there is a scholarship at Lancing, which is open to the boys from Hurst.

9471. Are there any applications made from other parts of the country for schools on your system?—Yes, we are continually applied to. I have been frequently applied to to assist in opening the same sort of school elsewhere.

9472. To be placed under the Provost and others?—Yes. It is a very frequent thing for people to say, "Will you come and undertake "a school in this district?"

9473. (*Lord Taunton.*) An affiliated school?—Yes.

9474. (*Lord Lyttelton.*) How far has that been done?—It has not been done at all; because, though we have had many opportunities, our Provost has considered that he must keep his eye fixed on the three schools in which his scheme is now being worked out, and that until the buildings are completed for the third school, and the triple arrangement is fully at work, he will not weaken his body by dispersing it beyond easy control.

9475. He looks rather to the future?—Yes.

9476. (*Dean of Chichester.*) Are you affiliated with the London University?—No. Boys not unfrequently go there, but there is no connexion other than that.

9477. (*Mr. Baines.*) Do the answers which you gave with regard to the second school apply to the third school with regard to the proportion of masters? You gave Sir Stafford Northcote the information that you had 15 teachers in the second school; what number of teachers have you in the third school?—You will be good enough to understand that in answering about the third school, with regard to details, I do not know off hand a great deal. I find that in the lowest school there are four masters who are graduates of Oxford and Cambridge, three masters who have been trained by ourselves in the training school at Hurstpierpoint and are in holy orders, and three others; that makes 10, not including the drawing master.

9478. Have you any rule for the proportion of masters to boys; the number of boys to one master in your school?—At Hurst the intention is that there should be a master to every 25 boys, every second master, that is, one master to 50 boys, being a graduate. It is something of the same kind at the third school, St. Saviour's; the difference is not very great on the average, but I am not quite sure what it is; in fact I doubt if there is any difference in the number of masters, only in the number of graduates.

9479. In the third school the branches of education are perhaps somewhat lower, and the boys are not carried so far as in the second school?—That is the case.

9480. In consequence of their inferior position in life?—It is not in consequence of their inferior position in life. On that point I am anxious to state that I believe we all have a strong feeling that by our schools we give the lowest and the meanest the opportunity of rising; that we are most anxious to give an education of such a kind as shall, so far as the education goes, throw open to any one a course which may lead to any advancement in life, but from the facts of the case, as *e.g.*, that the boys leave that school very much earlier, the standard of attainment is necessarily very much lower.

9481. (*Lord Taunton.*) It is not that the quality of the instruction, so far as it goes, is at all inferior to the other?—Not in any way. From the circumstance that they leave very much earlier, there is more time given in the lowest school to such matters as writing and arithmetic than there is with us; but along with that there is that amount of time given to Latin which gives a boy of ability a chance of showing his ability, and availing himself of any greater educational advantages that might come in his way.

9482. Is the rate of payment of masters in the lower school nearly the same as the rate of payment of masters in your school?—I believe as regards the graduates it is the same. I do not think that the head master in the lower school gets quite as much as I do.

9483. It is nearly the same?—It is as regards the nucleus or the basis of it. It is so far the same in point of fact. We both have 150*l.* a year, that is what is secured to us. I have in addition to that certain

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fees from the boys in my dormitory, and the head master of our lowest school also has fees to make up his salary. I believe that he does not consider himself as well off as I am.

9484. Still there is no material difference, taking the masters generally, between the rate of payment in your school and the rate of payment in the school below?—No; and as regards those whom we call "associates," that is to say, those masters whom we have trained, and who have passed our examination, there is a uniform rate of payment for them as associates of our society quite irrespective of the school in which they may happen to be employed.

9485. If, then, the cost of tuition, that is to say, the salaries and board of the masters in your school, amounted to something between 7*l.* and 10*l.* for each boy in your school, and if the rate of payment in the school below approaches to that, I want to know how it is that you are able to support the boys on so small a residue as the difference between 7*l.* and [redacted] guineas?—First of all I have stated that there are fewer graduate masters in the lowest school, and consequently the total amount of salaries is less; and secondly the maintenance of the boys at our lowest school is at a lower scale, being founded on the dietary which is supplied by St. Ann's school in London. That dietary is printed and is sent round to every parent with the prospectuses of the lower school, and we guarantee that the children shall be not less well fed than the dietary sets forth; in point of fact they are a great deal better.

9486. It is a somewhat inferior dietary to that in your school?—Yes.

9487. May I ask whether the boys have meat every day in the lowest school?—The diet of the lowest school is as follows:—Sunday, cold meat, vegetables, and pudding. Monday, baked plum pudding, bread and cheese. Tuesday and Thursday, hot joints, vegetables, and pudding. Wednesday and Saturday, meat pie with potatoes, bread and cheese. Friday, pea-soup with bread and pudding. Breakfast and tea, daily, half a pint of milk and water, and as much bread and butter as the boy requires.

9488. (*Mr. Baines.*) Do you believe that that dietary is sufficient for the maintenance of health and vigour?—I believe so entirely. The school has its medical officer on the spot, and Dr. Ormerod of Brighton is the college physician. When any necessity for his attendance arises, he visits the place, and I believe that it is considered for the class of life to be amply sufficient for the boys.

9489. (*Lord Lyttelton.*) Have they any beer?—No.

9490. (*Mr. Acland.*) Are you able to give an estimate for the lower school as to the number of pence per head which each individual in the school costs for board, as you did in the case of your own school?—Sometime ago it was about 7*d.* per day, but I do not know within the last 12 months or 18 months what it has been.

9491. What would that amount to for the cost of the keep during the year; would it come to about 8*l.* a year for the expense of the board of each person in the establishment?—I almost think that for practical purposes I had better not go into these minuter details with regard to the lower school, because I am not acquainted with them.

9492. Would you be so good as to explain to us exactly who are the Fellows, and whether the Fellows include all the associates and all the members of the university, or whether they are only a portion?—No, they are only a portion. They are a certain number of persons at present numbering seven.

9493. Are some of the Fellows in each school?—Yes.

9494. Is the government of your own school entirely in your own hands so far as regards the distribution of the work amongst the several masters, and the course of instruction?—Yes, I am supreme in the school-room. *Rev. E. C. Lowe, D.D.* 2nd Nov. 1865.

9495. Do you select the masters?—I select them, but am responsible to the Provost and Fellows of St. Nicholas' College. They would call me to account if I selected an improper person, and it would be competent to them to require me to remove him.

9496. In the event of a vacancy occurring in your school, how is it filled up?—The thing devolves upon me, but I always communicate the vacancy and the appointment to the Provost, who has really a veto upon it, but it is left to me.

9497. Are you able to go where you please for a master, or are you in any way restricted in your selection?—If the vacancy is one among the graduate masters, I should go amongst graduates. With regard to other men, since our training school has been in operation, I have avoided as much as possible going into the general market for the supply, as we prefer our own men, and we manage just about to keep a supply.

9498. There are two schools referred to in your return—the training school and the special school; will you be so good as to take them separately, and tell us what they are?—The training school is a part of the work of Hurstpierpoint, carried on under the same roof and with the same staff as the rest of the school, for the purpose of educating men as commercial schoolmasters. They can enter that school at the age of 17; they are required to remain in it three years. They pass a yearly examination, and on a certificate of good conduct and good moral character from the head master, and also on passing their final examination in the third year, they receive a certificate from the Provost and Fellows of St. Nicholas' College; that enables them to take a class in any of our schools to which we may appoint them, we guaranteeing them a progressive salary, and furthermore holding out to them the means of continuing their studies after they have received that certificate, especially with a view to ordination, should they, when old enough, be disposed to seek it, the Bishop of Chichester being willing to accept a mastership held by these men as a title to orders. We do not guarantee them a title, and they have to work on for the three or four years improving their education, and the college forming its opinion of their merits. When they are of age for ordination, they may apply for a title, and it may be given or withheld without any injustice being done, our object being in no way whatever to admit what would be thought men of inferior qualifications into the ministry.

9499. Can you state generally what number have passed through that training school?—I think we have had 18 who have certificated.

9500. Have any considerable proportion passed into any other establishment?—No; some of them have gone to the universities, which is a destination we very much encourage, and one of them is in the Peterborough Training College as a master.

9501. Over how long a time do those 18 spread?—I should think it must have been going on some 12 years. I should mention that the average number in the training school is about eight, and of those, from one circumstance or another, a good many leave before they complete their course.

9502. Are they then taught with the other boys?—They now form a sixth form in the school. They are also employed an hour a day in teaching in the school, whilst they are receiving no salaries, and that is

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an amount of teaching power which is available in the place, and which involves no cost.

9503. Will you explain with what purpose the boys go to that training school, of what class they generally are, and whether they intend to devote themselves particularly to teaching in your institution, or whether they enter it generally to become teachers?—They are unfettered as far as their connexion with us goes. They are strictly speaking required to state their desire to become schoolmasters.

9504. (*Mr. Forster.*) Do the young men who enter this school generally enter it with a view of following tuition as a profession?—I think that they do generally; but it very often happens that when a young man is 17 he has not got anything particular in view; he does not want to leave school, and it has happened in several cases that he goes in there and gets considerable advantages. One is glad to let him remain at school as long as he can, but he may not have any very definite notions for the future, and in the course of perhaps two years an advantageous offer is made to him in a railway or a bank, and he goes off.

9505. (*Mr. Acland.*) If in the training school, are they at a reduced rate of fees?—Yes.

9506. What is the reduction?—If they have been in any of our schools for two years previously to 17, they are received at 17 guineas a year.

9507. Does the expense of maintaining these youths, that is to say, the deficit on the cost of their maintenance, fall on the general school fund?—We calculate that the 17 guineas about covers their expenses, because they have private rooms, fires in their rooms, attendance, lighting, and all that sort of thing, which makes them more expensive.

9508. In return for the expense on your general fund, you have some assistance from them as pupil-teachers?—Each gives an hour a day to teaching in the school, but I do not think they can be called an expense on the funds, though they are not remunerative as pupils.

9509. Then he is in that situation something like a pupil-teacher?—Something of that sort.

9510. Will you now describe the special school?—The special school is to meet the case of such persons as, being pretty well off, want their boys to be pushed on for some special commercial purpose.

9511. When you say "commercial," do you mean only commercial, excluding such cases as candidates for Civil Service appointments?—No, it is for pupils who are preparing for engineers, surveyors, or architects, or for the public examinations, the Civil Service examinations, or for the commercial marine.

9512. (*Lord Lyttelton.*) It does not include agriculture?—We have never had any one wanting to be specially educated for agricultural purposes that I recollect.

9513. (*Mr. Acland.*) Will you explain further how this special school is conducted?—I do not know that the special school is a matter of any very general public interest. It is rather an economical arrangement of our own, by which we meet the wants of those people who are pressing for a special education for their children other than the ordinary curriculum of the school studies.

9514. Are you not aware that there is the greatest public interest in the question of how far boys ought to be specially taught in schools, or how far their education should be carried?—That is a very interesting question.

9515. With a view to the assistance of the Commission, will you give the result of your experience upon that?—With regard to the general

principle which you seem to hint at, I think I have stated in my written answers to the Commission that I entertain a very strong opinion of the desirableness of avoiding a special education for special objects, as a general system.

9516. Is the course which you pursue in this special school a sort of concession to the weakness of parental nature?—Partly so. It is a check upon the applications which are made for special instruction in the general school. It sometimes happens that boys come to us late. A boy of 15 or 16 may come for two years. He must produce a certificate of good character, and it seems desirable then to let such a boy come into the school, but it would be futile to put him down to begin his declensions and to go through the routine of Latin grammar.

9517. Then your special school is intended to meet exceptional cases not only in reference to the *ultimate* destination of the boy, but the deficient state in which he comes into the school?—Both, and also the case of *well-to-do people* who do not wish a strictly grammar school education for their boys, *e.g.* gentlemen wishing to put their sons into a commercial house.

9518. What is the number of the boys in the school?—I do not think it has ever exceeded 15 or 16.

9519. What are the charges?—45 guineas.

9520. Being 10 guineas in excess of the ordinary charge?—Yes.

9521. What is done with the 10 guineas; are they specially applied to the expenses of the school?—Those boys are an additional expense, but all school payments go into a common fund.

9522. But in point of fact are there extra masters who are specially devoted to this school?—Yes.

9523. And who are a source of expense to that institution?—I think that by our management we are able so to work it that it does not involve any great addition. It may involve a slight addition to the expense, but we work it in this way: when a boy comes into this school *his friends state what they wish him to learn, and we provide* him instruction *in those special subjects, and guarantee that* he shall be looked after and kept at his work at such *times* as he is outside the ordinary *curriculum*.

9524. Will you give one or two instances in illustration of how it works?—A boy may apply at say 16, or about that age, to leave off Latin. If he goes into this school he would be allowed to do so. He would be sent to the mathematical tutor, who would give him extra mathematical work, which he would be doing at a fixed place, under the eye of a master who is responsible for his being at work, and he would have his work looked over out of school, or in extra time; or, if it was French, or any other subject to which he wished attention specially to be paid, he would have facilities for special progress in the same way. On the other hand professional prospects may unexpectedly open, and a boy may want more Latin and Greek with more private tuition than he can have in the general school. In the class room in which these boys prepare their work there is at night a master who makes it something like a pupil room, that is to say, the boys are all at work there, and the master is there to see that they are doing their work, and to help them with difficulties that arise in it.

9525. (*Lord Taunton.*) Suppose a boy wanted to be prepared for the Indian service, or any other branch of the Civil Service, would he be specially prepared in this school for these examinations?—He would be so far prepared as a general sound education goes, but not so far as any system of cramming goes, and that is specified in the prospectus. In the prospectus it recommends that no boy should enter that school

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for less than a year, and the clause is added, "as nothing in the nature of cramming is recognized in the department."

9526. (*Mr. Acland.*) At what age are boys admitted into this school from outside?—Any boy who is above 13 has to produce a certificate of good conduct from the school that he has left.

9527. Up to what age are boys admitted into the special school, not having been previously in your own school?—I do not think I should take any one who was over 16 at the time of coming. Not very long ago I had an application for a young man of 19, but I said he was too old.

9528. Do you give any special instruction in physical science in that school, which is not given in the rest of the school?—Yes; if there is a boy who wishes for it. It has not often happened that any one has expressed a wish for it. It does not appear to excite much interest so far as I see.

9529. Does physical science form any part of your general school course?—Yes, it is worked in this sort of way, and I am afraid it may not sound very philosophical, but it is practically convenient. Those boys who cannot sing are required to learn physical science, but any boys who can sing and wish to learn physical science also may do so; only the boys must go to the one or the other when they have reached a certain point in the school.

9530. Do you profess to give any special instruction in such technicalities as book-keeping, and land measuring, mensuration, as it is commonly called, or do you trust to your general instruction in arithmetic and mathematics?—If boys do not learn Greek they have to learn book-keeping, and there is a land measuring class for those who wish it, 23 at present in number.

9531. Would you be so good as to state your opinion, apart from the weakness of parents, as to the teaching of book-keeping in school?—I do not think it has any value, or, at all events, very little value as mental training; but I think it is a good exercise for habits of neatness, and so forth, to be acquired by a boy who is just going into business.

9532. Do you send any boys in for the Oxford or Cambridge or College of Preceptor's examinations?—We do not prepare them; that is to say, we do not make our year's work correspond to the subjects.

9533. As a matter of fact, do many of your boys go?—No; as a matter of fact I do not know that they ever go.

9534. May I draw the conclusion that you do not much encourage it?—I do not in the least discourage it. We have every year an examiner from Oxford and from Cambridge, who take the upper and lower sixth, and the upper fifth forms, and examine every boy in them, which is a much better plan, in my judgment, than sending a few up; and from that circumstance we have never done so.

9535. Has the question ever been considered of making your institution a local centre for one of these examinations, as is done at West Buckland in Devonshire?—It has never been suggested to me.

9536. (*Dean of Chichester.*) Would you mind stating what your income is?—I think last time I made a return it was about 397*l.* and some odd shillings.

9537. (*Lord Taunton.*) What is the tenure by which you hold your office? Are you removable by the Provost and Fellows?—No, I am removable by the Bishop. I hold my office during good behaviour, and am removable by the Bishop as visitor; that is to say, supposing the Provost and Fellows called upon me to resign, I have an appeal to the Bishop as visitor.

9538. (*Dean of Chichester.*) Is the 397*l.* in addition to board and lodging?—Yes.

9539. And the other perquisites you mentioned?—No; no other perquisites besides board and lodging.

9540. You have house-rent, board, fire, candles, and all that sort of thing?—Yes.

9541. And board and lodging for your family?—Not for my family. A fixed rate of payment is made for the household and the family.

9542. (*Mr. Forster.*) Your income arises from the fixed salary of 150*l.* and the proportion of the boys in your dormitory?—Yes.

9543. (*Mr. Acland.*) Do you provide your own servants?—I pay their wages myself, and two are kept for me by the College, I paying a certain fixed charge for those above two.

9544-5. (*Lord Taunton.*) Then the amount of your income does not depend much on the number of boys except so far as concerns the number of the boys who go to your own dormitory?—Yes; I have the 150*l.* a year; I have also a capitation fee upon all boys above the number of 100 who are in the school.

9546. (*Dr. Temple.*) What is the fee?—It is 5*s.* a quarter on every boy above 100; and then I have a capitation fee on those in my own dormitory also, which is 10*s.* a quarter for each boy.

9547. (*Dr. Storrar.*) By whom is instruction in physical science given?—Till quite lately it was given by a Cambridge man who was a Fellow of his college. He has left us. The instruction in chemistry is now given by a gentleman who has not yet graduated at the London University, but who has matriculated there, and is preparing to take his degree.

9548. Is he a resident master?—He is a resident master.

9549. How many boys in your school get instruction in physical science?—At present the master tells me that the chemistry class contains 22 boys.

9550. Twenty-two boys out of 339?—Yes. Then you will be good enough to understand that a boy in order to learn chemistry at all must either be in the special school, or he must have got as high as the upper fifth form in the ordinary school.

9551. Then it is not a part of the system of instruction in the school?—Yes; it is a part of the system under the limitations I state, that when a boy has reached such a standing in the school as marks a certain standard of intellectual development, he must then add this study to his others, unless he goes in for vocal music; but he can also take chemistry in addition to vocal music.

9552. How many take the chemistry in addition to the vocal music?—I do not think there is more than one. I remember a few days ago a boy came to me and asked me if he might learn chemistry, as well as singing.

9553. Is any other physical science besides chemistry taught?—No. It has been found to be the one that is most handy for giving those advantages which are all I think that can be practically relied on at school, viz., the awakening a boy's observation and his laudable curiosity.

9554. Do you attach value to it as an instrument of education?—I do not attach value to it as an instrument of mental training. I attach value to it just in the same way as I think it is an exceedingly good thing for boys when out of school to turn their attention to geology, which is rather a favourite thing with the boys here living in a chalk country. A great many turn their attention that way; and so too in a minor form to natural history. I think a good collection of birds' eggs is very useful. In the same way I think instruction in chemistry

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is valuable as directing a boy's attention to the region of science to which it belongs, and as also helping him to see how many things there are in the world that he never will be able to learn. Everything is useful in education that multiplies ideas in the mind, but the most useful part of education is that which enables the mind to use those ideas, and this is especially the result of the study of language, to which therefore I assign the highest value.

9555. Have you a laboratory?—A small room is fitted up for the purpose.

9556. Are the boys taught by lectures or by lessons in the laboratory?—They have a text book. They use Chambers's Chemical Course.

9557. How often a week are the lessons given?—Twice a week.

9558. What length are they?—I think three-quarters of an hour each.

9559. Could you give me an idea of the range that you take in chemistry; what are the subjects treated?—This is what Mr. Dodson states: "Experiments are prepared by myself in the presence of the class on "every subject which comes under our notice during the day's lesson. "The standard at present reached is the chemistry of the non-metallic "elements, together with their principal compounds, or the chemistry "of Chambers's book as far as the metallic elements."

9560. (*Lord Lyttelton.*) Is Latin universally taught in the school?—In all our schools.

9561. (*Lord Taunton.*) I think the whole of this college is conducted on what are termed strictly Church of England principles?—Yes.

9562. It is intended for boys of the Church of England?—Yes; I should say it is a distinctively Church of England school, but not an exclusive one.

9563. On the admission of a boy into these schools is he required to submit himself to any test of churchmanship?—Yes; so far as this goes, that parents are told that the religious instruction includes the Church catechism. With regard to Dissenters, if they apply, and, as not unfrequently happens, are not baptized, no objection is made to receive them into the school, but they are told distinctly and openly that the teaching is that of the Church of England, that the system of the school is that of the Church of England; and that accordingly, when of age for confirmation, the boy will have to leave if they are not by that time disposed to let him be baptized or confirmed.

9564. (*Dean of Chichester.*) Do many come not baptized?—Very frequently.

9565. (*Dr. Storrar.*) Do you mean not baptized in the church, or not baptized anywhere?—Not baptized at all.

9566. (*Lord Taunton.*) Suppose a boy that was baptized, but whose parents were not of the Church of England, came to the school, would he still be required, under pain of ceasing to belong to the school, to be confirmed when the proper time came?—His parents would have it plainly pointed out to them that when the boy was between 14 and 15 he would be confirmed, if, of course, he was considered fit for confirmation; and that inasmuch as the school is founded for the distinctive purposes of the Church of England, we should not be at liberty to break down that system; so that if they do not like the system, they must withdraw their boys from it.

9567. Are lectures given on the Thirty-nine Articles?—To the older boys who are in the training school, and who are 17 or more. Below that age I think them rather too hard for the boys.

9568. (*Dr. Storrar.*) How do you deal with boys who come to the

school non-baptized as regards the catechism?—They come up to religious instruction, to the divinity class. Of course they do not say those parts of the catechism which refer to themselves as having been baptized, but we tell the parents distinctly that they will be prepared for baptism.

9569. (*Lord Taunton.*) In point of fact do Dissenters send their children to the school and then withdraw them before confirmation?—I have known only of one instance of a boy being withdrawn, and that was the more remarkable because the boy himself was exceedingly anxious to be confirmed.

9570-1. (*Rev. A. W. Thorold.*) Do you know how many children of Dissenters have been admitted to the school?—Within the last two years (I have not with me information which will go back beyond that) there have been 22 sons of Dissenters, but I ought to say that those would be 22 persons who, so to speak, would register themselves as Dissenters. A very large number of the parents with whom we have to deal would attend church or chapel, just as a preacher happened to please them.

9572. (*Lord Taunton.*) Have you had any Roman Catholic boys?—Once or twice we have had foreigners.

9573. What do you do with them?—They have been told that, whilst there would be no wish to proselytise, or anything of that sort, they must attend the services of the place, and that they would learn the Church catechism.

9574. (*Dean of Chichester.*) Have you had any Jews?—We have had two Jews, one was baptized and the other ran away. I do not wish it to be understood that he ran away in order not to be baptized.

9575. (*Lord Lyttelton.*) Have you ever had any Quakers?—We had one.

9576. What did you do with him; was he baptized?—He had been baptized. His guardian, a well-known man, and a member of Parliament, was a Quaker, but though the boy had been brought up in a Quaker's school, and came to us in a Quaker's costume, I do not think his parents had been Quakers.

9577. (*Mr. Forster.*) Are the Dissenters chiefly Methodists?—I should think Independents and Wesleyans.

9578. Can you give us the general age at which boys leave the school?—The tendency just now, within the last two years, is very markedly to stay longer at school, and whereas I used to expect that a boy would leave as soon as he was verging upon 15, I should say now the average of departures would be verging upon 16, and a good many stay to 17.

9579. (*Rev. A. W. Thorold.*) Is drawing taught in your school?—Yes, it is systematically taught.

9580. All through?—All through the school.

9581. Do you consider that of any great importance?—I think it is very useful.

9582. Do the parents value it?—Some do, but I do not find much indication of parents generally taking detailed interest in it.

9583. (*Lord Taunton.*) Are there corporal punishments in your school?—Yes.

9584. Under what system are they conducted?—Both the cane and the rod are used. The latter instrument is one of my special prerogatives, and the other is used in this way: any master who is entrusted with a form has the right to use the cane in his form, but it must be done publicly in his class, it may not be done in private, and

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the application of it must be confined to the back and shoulders, not on the hand.

9585. Do you think it necessary that the cane should be used as well as the rod?—As a matter of fact the cane is very little used. It may happen that a master may encounter some degree of personal disrespect, when it is much better that he should settle his own quarrel than bring the boy into the graver disgrace of being reported to me. With regard to the use of the rod, I believe that such punishment may be reduced almost to a minimum, but that the fact of its being available is of very great importance to the school at large, and that a boy who undergoes it really appreciates it in the true sense of the term far more than tasks or the *pénitences* of foreign schools; and that, if administered with gravity and judgment, he finds it a short though sharp remedy for or escape from his own self-reproach; and so far from his feeling it any indignity, I think the tendency is to make him feel that the error which led him into it is the indignity; and that this is a short and prompt method for him to recover his self-respect, and to start again, old scores being frankly wiped out. It is a punishment which I hardly ever find exciting resentment, or sullenness, which is not the case with other punishments.

9586. (*Lord Lyttelton.*) What do you mean by "reduced to a minimum"?—For instance, we are now in November, and the school met in August, I have had to flog two boys in the course of that time.

9587. You mean that you are anxious to keep it as low as you can?—Yes; the recognition of corporal punishment does not by any means imply that corporal punishment is the first or only mode of dealing with an offender.

9588. (*Lord Taunton.*) I believe the study of Latin enters very largely into your system?—Yes, it is an important element in our system.

9589. Do you attach great importance to that?—I do; it appears to me to be the basis of grammatical teaching.

9590. Does the importance you attach to it chiefly depend on the value of Latin in itself, or as a means of forming the mind and promoting a proper knowledge of their own language?—As an instrument of education I chiefly value it, but also as essential for opening the way to advancement in life.

9591. Do you think it is appreciated by the parents?—I think it is, though in a vague way. I think they have a vague impression that if their children do not learn Latin, they are not getting a proper education.

9592. Do the parents care much about modern languages, French and German, do you think?—I think they like them to learn French. All the boys learn French.

9593. (*Lord Lyttelton.*) Have you ever any objection made by parents to their learning French?—Yes, but they are not frequent, and they are not pressed.

9594. You spoke just now of the importance of clerical superintendence over schools?—I think what I stated just now comprises pretty much what I feel on the subject, which is this: that for cheap schools, such as middle schools necessarily must be (I am speaking merely of Church of England schools), such schools are best in the hands of clergymen. I think under such superintendence the public will get the most for their money; that the clergy will work in the school as they do in their parishes; and that the public also gets a better guarantee than it can in any other way for a fit class of men; for a stigma upon a clergyman's character goes far deeper than a stigma

upon an ordinary schoolmaster who can strike his tent and go off, and nobody knows very well where he has gone. *Rev. E. C. Lowe, D.D.*

9595. You mean that the *prestige* and social importance of the clergy is important?—Yes, I think it is very important. There is so much necessarily of the less dignified part of the scholastic profession called out in the middle schools,—one has to look so close after the details,—that the clerical character tends rather to import into the general system a liberal tone which otherwise might be wanting. Moreover, a school largely directed by clergymen would be likely to offer much more individual care to the boys, and this would go some important distance towards making up for the want of domestic influence, or in respect of this would put middle class boys under the same system as is appreciated for the upper classes. 2nd Nov. 1865.

Remarks by Rev. Dr. Lowe to be appended to his Evidence.

I.—The St. Nicolas College Benefit Fund.

I think it worth while mentioning, as not an unimportant feature of our schools, that there exists in connection with them a common Benefit Fund, to which every boy in each school makes a small payment, included in the terms, of 3*d*. a quarter in the lowest school, and 1*s*. a quarter in the highest. On leaving school a boy can keep his name on the books by continuing this payment as a subscription, or by a life composition of 15*s*. in the lowest school, 30*s*. in the middle, and 50*s*. in the highest. This fund, now amounting to 1,000*l*., is about to be invested, and will be administered by a management consisting of four fellows of St. Nicolas College, and three other persons chosen by the non-resident members of its schools, one from each school. The fund is applicable in aid of deserving persons needing help in the prosecution of their studies, or in distress through misfortune. An immediate advantage connected with it is the opportunity it affords for keeping up friendship between the boys of the different schools and their old masters. Any former pupil of one of our schools, whose name is on the books as a non-resident, feels himself at liberty to pay a visit to the old place, a liberty our non-residents freely avail themselves of.

In this way old ties and influences are maintained and strengthened, and the work of education in fact may be said to be thus continued after a boy has left school.

II.—Prefects at St. John's School, Hurstpierpoint.

I should like to correct the account I gave in writing to the Commission on the subject of prefects, by stating to them an important change which I have lately made in this part of the discipline of the school. Instead of the prefects being, as heretofore, appointed by me on the principle of selection, all the boys of the upper and lower sixth forms become prefects on leaving the fifth form. At the same time to meet the cases of boys of merit and force of character and general influence who would never reach the sixth form in classics, a certain number of boys are appointed prefects if they are in the sixth form in any other department of learning. These special prefects are nominated by the prefects themselves, three names being submitted to me for a vacancy, out of which I select one. This arrangement enlists pretty nearly all the influence of the school on the side of order, and relieves me in a large measure from the risk of responsibility for a bad selection.

Another modification has been made in the matter of prefects punishing boys. They can now inflict no corporal punishment except after the case supposed to require it has been laid before the body, and decided upon by them. Punishment must be then inflicted in the presence of the meeting. The offence and the punishment are entered in a book which comes periodically under my notice.

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I beg leave to append one or two observations which my experience had led me to make on some of the topics suggested to me by the Secretary's letter of October 27th. These topics are three in number:

1. Inspection of schools.
2. Certification of schoolmasters.
3. Improvement of grammar schools with small endowment.

1. *Inspection.*—I regard inspection as essential to the vigorous vitality of a school; but the question is who the inspecting body shall be? Our existing Universities supply the readiest machinery, the best agency, and the promise of most efficiency, with the prospect of being generally acceptable to school authorities. While fully alive to many advantages resulting from the middle class examinations, I think the Universities will not have grappled with the real wants of the case till they are prepared to inspect schools. Government inspection would excite suspicion and jealousy. It is not apparent how general inspection can be made compulsory; but time would gradually establish the superiority of inspected over non-inspected schools. University fellowships suggest a much more economical machinery of inspection than an extension of the present Government system would be. An inspector's salary added to a fellowship would form a good income, and the employment would not be distasteful for a few years, while inspection is liable, when regarded as a permanent occupation, to degenerate into routine, which the infusion of fresh blood from the Universities would correct.

2. *The Certification of Masters.*—The advantages of this may be considered with reference to education in general, or to the certificated individual. As regards the former, I do not see that a certificate founded on an examination in books, and independent of any system of moral or practical training could be a guarantee for the efficiency of a schoolmaster. It could be little reliable evidence of moral character, and none of aptness to teach. A certificate showing that the holder had not only certain intellectual qualifications, but moral character also, and some professional promise as well, would be valuable; and training colleges for commercial schoolmasters giving such certificates would be of great value, and would be highly appreciated, as I know from being so continually applied to myself to recommend to schoolmasters worthy youths as assistants, but which the small numbers of our training school are unequal to supply.

As regards the certificated individual, I do not think the social advantages to him of his certificate would be great.

The schoolmaster's certificate is not likely to supersede an University degree, and unless it did, it would be in the world regarded as below it, except for the personal merits of such men as would gain a recognition of their worth for its own sake. Unless made obligatory, the certificate would not be of much account, and how it could be obligatory seems difficult to say without a serious inroad upon the general notions of English freedom; and, moreover, there is great risk of a large body of certificated masters becoming intolerable as pedants. The great point to aim at, and which seems practicable for the country at large, now that religious distinctions are abolished in the Universities, appears to me to be the enabling young men, seeking the scholastic profession, to go as residents to the Universities, where, while acquiring sound learning, they will rub off those pettinesses and conceits, which none but the strongest minds can avoid in small seminaries, and which are nowhere more injurious to others than in schoolmasters. My attention has been drawn for fifteen years to the inedequate supply there is in the country of properly qualified men as assistants. I have been during this time working a training school on a small scale for the supply of the wants of St. Nicolas College in this respect. I can testify, as I am bound to do, to the merits in every way of many of the men we have trained, and whose work I have tested for years; but I am strongly alive to the little chance there is at present of men volunteering for such training in any numbers. On the one hand any stupid or ill taught fellow can find a berth as a miserable usher in a small school, where he can earn a trifling salary, and pick up a little learning, while teaching others; on the other hand, the class of society

that is likely to furnish school assistants, is not one that can afford to keep its sons in a training school for two or three years at the age, say 17, when they would have to enter it, even at a very small premium. If, however, improved social prospects were likely to follow such training, parents and friends might be likely to make an effort; and my aim there- [illegible] be, after such youths had passed a certain residence in a [illegible]hed to a large grammar school, to send them to the [illegible]ld doubtless in the transit be lost to the scholastic [illegible] would be gain to the country; but by far the [illegible]tances turn to tuition, as they [illegible]ons of a very alluring kind; and [illegible]uld probably for the most part [illegible]ment represented by University [illegible]s would not be at all below their [illegible]e got to the University leads me [illegible]ect of [illegible]*ools with Small Endowments.* [illegible]eems absolutely necessary; among others, might be [illegible] I think the Scotch call [illegible]ng schools for *middle* [illegible]ber of small endow- [illegible]vn together into a [illegible] by general com- [illegible]e local interests, [illegible]icts; and [illegible]he amount of [illegible]pressed or [illegible]ion suffi- [illegible]y thus [illegible]e an [illegible]ance [illegible]nd the [illegible]as is at [illegible]chools, [illegible]s kind [illegible]dence in the [illegible] give, pu[illegible] at a sacrifice, to help [illegible]s. I do not kn[illegible]e a blessing to England as to bring into her [illegible]ght from the fountain head itself through the medium of th[illegible]ght middle schoolmasters, those advantages which seem the p[illegible] and inestimable virtue of the English University system.

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The Rev. ROBERT EDWARD SANDERSON, M.A., called in and examined.

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9596. (*Lord Taunton.*) I believe you are the head master of St. Nicolas' College, Lancing?—Yes.

9597. That is the upper school of the three schools which have been founded under Mr. Woodard's system?—Yes.

9598. How long have you held that situation?—Three years and three quarters.

9599. What is the number of pupils in the school?—A little over 120.

9600. What is the cost of education, for board, lodging, and tuition at that school, to each pupil?—There are three boarding houses; the charges for which are 60, 80, and 90 guineas respectively. That is inclusive of almost all charges.

9601. I presume the pupils whom you receive come from what may be called the upper stratum of the middle class?—Yes; certainly I should think so.

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9602. (*Lord Lyttelton.*) Or rather above that?—They are mixed. The parents are professional men chiefly, with a few country squires, and a few of the upper class of mercantile people, who want the best education they can get for their sons.

9603. (*Lord Taunton.*) Do the sons of the clergy resort to your school?—Yes, in some numbers.

9604. Do any number of your pupils go to [illegible] wards?—Yes; I hardly know exactly how [illegible] leave every year, but generally about four [illegible] university.

9605. Do your pupils come [illegible] England.

9606. Has it any special com[illegible] pupils from that county being [illegible] at all.

9607. I presume the cou[illegible] given in schools of the fi[illegible]

9608. Are there any [illegible] think that the public [illegible] education as we pro[illegible]

9609. I suppos[illegible] into the course?

9610. (*Lord* [illegible] which anothe[illegible] Yes, in all [illegible]

9611. [illegible] at all.

96[illegible] form[illegible]

961[illegible] to the [illegible]

961[illegible] Not [illegible]

96[illegible] ty are [illegible] upper and [illegible] ould think a[illegible] the upper and 50[illegible]

9[illegible] *d Taunton.*) Are modern languages taught in the school?—French is part of the school work, which every boy throughout the school learns, except in the first form (which is the lowest form in the school).

9617. Is German taught?—German is taught to those boys who wish to have it in the form of private instruction.

9618. Do you find that they commonly do wish to have it?—No; only a small proportion of boys; not more than seven or eight out of the whole school wish to learn German.

9619. (*Lord Lyttelton.*) Do you suppose that they learn it for a special purpose?—In some cases they do, in some not so.

9620. (*Dean of Chichester.*) Italian?—Not Italian at all.

9621. (*Lord Taunton.*) Is English literature taught?—I do not quite know what is meant "by English literature." The chief work of the school is Latin and Greek.

9622. Is English literature as a separate branch at all brought before the attention of the boys, such as the subjects taken up in the competitive examinations for the India service?—No, except in the case of the boys in the modern department.

9623. (*Dr. Temple.*) Is it taught in the same way as it is taught at

Hurstpierpoint, where it forms, I think, a regular part of the instruction ?—I really cannot tell you, because I do not know what is the amount of attention given to it at Hurstpierpoint.

9624. (*Lord Lyttelton.*) Are the boys encouraged to read standard authors; do they write essays on any subject of English literature ?—They have from time to time essays given them in the different forms, and portions of English poetry are repeated by every boy in the under school and in the modern department.

9625. (*Lord Taunton.*) Composition?—There is a certain amount of English composition given; now and then there is a theme given in each form of the upper school.

9626. (*Dean of Chichester.*) Do they act Shakespeare's plays ?—They every year act a play of Shakespeare's, which is perhaps a peculiarity. It is re[illegible] company in the school, and that involves [illegible]t particular play throughout.

[illegible]ght ?—It is taught in [illegible] Greek history taught [illegible]

[illegible]fore you teach [illegible]

[illegible]not at all. [illegible] master [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]oys come to the [illegible]

[illegible]ertain number of boys come from [illegible]

[illegible]chool, do they not ?—There is a scholarship thro[illegible]

[illegible]ion to the Hurst boys.

9637. Are there not some come in in addition to that ?—Sometimes, but very few; the number is hardly appreciable.

9638. Do such boys mix on equal terms with your boys ?—Entirely.

9639. (*Lord Lyttelton.*) You are a Fellow of the college ?—Yes.

9640. (*Lord Taunton.*) Your school, I believe, is self-supporting ?—Yes.

9641. Given the buildings ?—Yes.

9642. Is there room in the present buildings for more boys ?—For about 10 or 12 more, I should think, in the masters' boarding houses only; the general school is quite full.

9643. Do you anticipate a considerable enlargement of the number of boys ?—The buildings are intended to accommodate eventually from 350 to 400.

9644. Do you think 400 would be about the number that it would be desirable to have in such a school ?—I have not thought about the number that it would be desirable to have. That, I believe, was the number contemplated in the foundation of the school.

9645. (*Lord Lyttelton.*) How long has the school been open ?—It is rather difficult to answer that question, because it existed in a mixed

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form first of all at Shoreham, and as the school developed the different buildings were built to meet specific wants, so that Lancing has really existed both at Shoreham and Lancing.

9646. I mean in its present separate form?—About eight or nine years.

9647. (*Lord Taunton.*) I presume there would hardly be the same want for a school of the description of that with which you are acquainted, as there is for a school which addresses itself more to the requirements of persons in a humbler situation in life?—Quite so; and I believe it is not intended in the scheme to repeat Lancing unless a new centre be needed for other groups of schools, though it is part of the scheme to have more than one Hurstpierpoint, if one may say so, and to repeat the third school in like manner.

9648. Do you consider [illegible] of the system?—Yes.

9649. In what way [illegible] schools, upon the [illegible] Provost, would be [illegible] I think his theory [illegible] kind of centre [illegible] the college [illegible] isolated [illegible] connected [illegible] event[illegible] port[illegible] sub[illegible]

[illegible] yet.

[illegible] *Northcote.*) Are your masters to any ex[illegible] who have been in the other schools?—No. We [illegible] one such master who was an associate at Hurstpierpoint.

9655. (*Lord Taunton.*) Have you any objection to state the tenure by which you hold your office?—No; I believe that my tenure of office is practically permanent.

9656. Is there any authority which has the power of removing you?—The Provost, I believe, has the power of removing me.

9657. (*Lord Lyttelton.*) Subject to appeal?—There is no appeal at present from him as far as I understand, because there are no statutes.

9658. (*Mr. Acland.*) Have you no appeal to the visitor?—Yes, I should have an appeal to the visitor.

9659. (*Lord Lyttelton.*) There is a system of scholarships and exhibitions by which the distinguished boys may pass from the third school to the middle school, and from the middle school to the upper school?—That is so.

9660. The intention is that each of these three schools shall give a complete education for the three several classes of society for which they are intended?—Yes.

9661. (*Mr. Acland.*) Do you not think it desirable that more than one boy per annum should have the power of rising from the middle

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school?—I think it is very desirable indeed that we should have as much as possible a flow from one school to the other.

9662. Do you not think if it were duly encouraged a very much [illegible] might pass from one to the other?—Yes, I think so.

[illegible] ject ever been considered?—I think it has been [illegible] le thing at present is in immaturity.

[illegible] willingness on behalf of those who are con- [illegible] the lower schools to let their best boys [illegible] ?—I think it is very likely that [illegible] ng of that kind, unwillingness [illegible] I do not think it would exist [illegible] reham. They would be glad [illegible] n to something better. The [illegible] d of its kind, and that is a [illegible] be quite satisfied to see [illegible] they have at Hurstpier- [illegible]

[illegible] the part of those [illegible] rs?—None what- [illegible]

[illegible] the boys?—I [illegible]

[illegible] your [illegible] to [illegible] ot [illegible] on [illegible] our [illegible] e. [illegible] is, [illegible] om [illegible] eral course of the rest of the [illegible] hat [illegible] requisitions that department is devoted?— [illegible] e [illegible] department learn Latin with the class in the sch[illegible] h [illegible] Latin attainments would properly fit them. That is the only [illegible] mon ground of teaching in the modern department of the general school.

9673. What happens to Greek?—Greek they entirely omit.

9674. What takes the place of Greek?—They substitute more mathematics than the rest of the school, more French, modern history, modern geography, and give more special attention to English composition and literature.

9675. Are any subjects introduced into the modern department which do not exist at all, or hardly at all, in the rest of the school?—Yes, modern history and modern geography are not taught in the upper school at all.

9676. Will you give your reasons for the entire omission of physical science for the whole of your establishment?—I think it is chiefly a question of time. In educating boys you have to make up your mind to a choice between certain subjects. There is only time, in my opinion, for a boy to learn a certain number of things in the course of his day; and I think when it comes to a choice, you have to consider what is most adapted for the boy's future calling.

9677. It is not the case, I think, that all your boys are going to the

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universities?—No, but very many do, and that forms the standard at which we aim.

9678. Are you quite sure that in the case of boys who are not goi[illegible] to the universities, they would not really benefit mo[illegible] amount of classical instruction, if their minds [illegible] certain extent filled with material food derived [illegible] I have always felt that it would rather exha[illegible] themselves much to physical subjects.

9679. Did you ever put this [illegible]tter [illegible] cannot say that I ever did.

9680. Have you in fact a[illegible] teaching power of physical scie[illegible] prejudice, rational prejudice.

9681. (*Lord Lyttelton.*) Is [illegible] you practically?—Yes, ent[illegible]

9682. (*Mr. Acland.*) [illegible] with the report of the [illegible]

9683. And you ha[illegible] subordinate introdu[illegible] matics?—Yes.

9684. Are y[illegible] perhaps [illegible]

968[illegible] you [illegible] ot[illegible] s[illegible] m[illegible] as[illegible] th[illegible] by [illegible] 9[illegible] co[illegible] [illegible]ot Latin [illegible] [illegible]hat is your opinion of the possib[illegible] d[illegible]ss habits or special knowledge into a school wi[illegible] to the higher branches of commercial life?—I should say that if i[illegible] possible it would not be expedient. I assume that business habits [illegible] special knowledge are the requisites for business life. Now the discipline and social life of a large school may incidentally help towards the acquisition of the former. No instruction can teach these, or any other habits. The latter, the special knowledge required in after-life, can be learnt in an office better in two months than at school in two years; therefore school should, in my opinion, only indirectly, not specifically, be made a preparation for particular occupations.

9690. Is it your opinion that a simple university course and good scholarship qualifies a man to be a good teacher?—No, I think not, because there are moral qualifications required in a good teacher.

9691. Have you considered how far some special training in the art of teaching is desirable for a man to be a good teacher for the upper middle class?—I think that would be very desirable. It is a practical question, and it would be very desirable if it could be carried out. For my own part, I think no man is really a good teacher until he has been in a school for some years.

9692. Can you state what part of the payment of the boys goes to the expenses of food, board, and lodging, and what part is available to

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the remuneration of the instructors ?—The terms for new boys have been raised once within the last three years, and therefore all boys do not pay the same, and, besides, the scholars and exhibitioners pay a smaller sum.

Housekeeping	·368
Salaries	·370
Servants wages	·037
Furnishing and repairs	·042
Sundries	·104
Profits (apparent)	·079

9693. (*Lord Lyttelton.*) Are all the Fellows in the college clergymen ?—They happen to be so.

9694. They are not required to be ?—No ; one was a Fellow who was not a clergyman.

Adjourned.

Tuesday, 14th November 1865.

PRESENT :

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART., M.P.
REV. FREDK. TEMPLE, D.D.
REV. A. W. THOROLD, M.A.
EDWARD BAINES, ESQ., M.P.
THOMAS DYKE ACLAND, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

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The Ven. GEORGE HANS HAMILTON, M.A., Archdeacon of Lindisfarne, called in and examined.

9695. (*Lord Taunton.*) I believe you are Archdeacon of Lindisfarne ?—Yes.

9696. You were lately Vicar of Berwick ?—Yes.

9697. For how many years were you vicar ?—I have been so for the last twelve years, all but one month.

9698. I believe during that time you paid a great deal of attention to the state of education in Berwick ?—Yes, from the grammar school to the paupers' school I have been connected with education in that town.

9699. Will you inform us what means there are at Berwick for the education of the middle classes, taking that term as comprising all classes from what may be called the highest class down to that of the classes which are provided for by the National schools ?—There is in the first place the Berwick-upon-Tweed grammar school, of which I have been a trustee ; then there is the Corporation's Academy which is free for freemen's children exclusively, where about 400 children are educated, and which is a mixed school for boys and girls. The boys of this school have the privilege of attending the grammar school for Latin and Greek free, and of being in the grammar school at half fees (amounting to four guineas a year) if they receive their English as well as their classical education in that school. Then come the private "adventure schools" for boys and girls, which are entirely free

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from all Government control, and are conducted by private persons, who undertake to conduct these schools upon their own responsibility. After these comes the British schools which are under Government inspection. A great number of the lower middle class avail themselves of the British schools for education. There are about 250 children in these schools. Then come our National schools, where we have 600 children educated at a penny a week, and then comes our paupers' school in the workhouse, which is open to all the pauper children of the town free. These are the whole of the schools in Berwick.

9700. Do you consider that the education of the middle classes of Berwick is adequately provided for by the existing schools?—I think that the education of the middle classes now requires more attention than that of any other class. There is for these no central control, nor central source of suggestion, such as we have in the British and National schools under inspection. I think a superior education is given in our National schools at a penny a week than the middle classes can obtain at what are called in Scotland and in the North of England "adventure schools."

9701. Are you yourself personally connected as an instructor with any of these schools?—I am a trustee of the grammar school and chairman of the committee of management for the National schools, and have been elected by the Board of Guardians for the last ten years as chairman of the committee for the management of their paupers' schools.

9702. Beginning with the grammar school, will you inform us of the nature of the foundation of that school?—I hold in my hand the scheme of management of the grammar school at Berwick. It was obtained from the Charity Commissioners in 1863 as a renewal of a former scheme, which was obtained by the Corporation from the Court of Chancery, when they transferred their trust in this school to special trustees, as they are obliged to do I think by the Corporation Reform Act. The present scheme is a renewal of the former one. This scheme appoints twelve trustees, half of whom happen to be churchmen and half dissenters.

9703. (*Mr. Erle.*) Did the scheme appoint these trustees which you say are of so mixed a character, or did it find them in office?—The mixed character of the trustees was in the original scheme.

9704. Is it not the first provision that the present trustees shall continue?—Yes, you are quite right; the renewed scheme provides that the then existing trustees shall continue in office. I may explain that those were the trustees appointed under the former scheme to which I referred when the Corporation had the nomination, and they, in the mixed nature of our community, thought it desirable, I suppose, to appoint half churchmen and half dissenters. A peculiarity arises from this arrangement which the Commissioners might like to ask me about; therefore I mention that matter freely in order that they may ask any question which may arise out of the mixed nature of our trust, upon which I have acted for many years.

9705. (*Lord Taunton.*) Do you find the trust, so constituted, act harmoniously and satisfactorily?—I think its administration is deficient in firmness on account of its mixed character. It is not so firm in its administration of affairs as, for instance, our National schools would be, where there is no mixed character. I think that the members of such board, out of respect for the feelings of each other, are weak in their administration.

9706. Do you mean with reference to religious points, or generally?—With reference, I think, to the whole of the general management. We have not been able to carry through all that we have desired. We

never divide as churchmen against dissenters or dissenters against churchmen, from a feeling of respect for each other, but there is a weakness in the administration of the board, which does not appear in any other board where the members of it are all of one way of thinking, as for example, in the British schools, where they are nearly all dissenters, or in the National schools, where they must all be churchmen.

9707. What is the amount of endowment?—There is a freehold property consisting of 47 A. 1 R. 34 P.; this is a farm called Cold-martin, in the parish of Chatton in the county of Northumberland. It is at present let on lease at 65*l.* a year, which lease will be out in 1867, and it is supposed that on a reletting it will produce 100*l.* a year. There is one-sixth part of the corn tithes of the township of Chesswick in the county of Northumberland, which share was commuted at the annual value of 59*l.* 1*s.* 11*d.* There is also a freehold dwelling-house, school-house, and playground, situated in the High Street of Berwick-upon-Tweed, in the possession of the head master, and that is rated at 32*l.* a year. There is a sum of 1*l.*, payable by the Corporation of Berwick-upon-Tweed out of the fees charged to each freeman on his admission to the freedom of the borough, which on an average of the last seven years has amounted annually to the sum of 23*l.* 8*s.* 6*d.*, and the fees payable by the scholars attending the school on an average of the last seven years (this is dated 1863) have amounted to 253*l.* 0*s.* 1*d.*, making a total of 432*l.* 10*s.* 6*d.*, including the fees and the endowments from all sources.

9708. Does that include the house?—It includes the rateable value of the house.

9709. Does the grammar school derive income from any other sources?—The above gives the whole of the income.

9710. Are there any boarders in the grammar school?—There have been boarders during my time of office as trustee, but the head master's house is most unfortunately situated for boarders. It has deteriorated in its position for boarders by what might be called commercial pressure. On one side there is a tan-yard and on the other side there is a noisy public-house, with a fish-curing establishment, and we are actually about to be banished from our premises by these inconveniences. The head masters from time to time during my holding office as trustee have had boarders in their house, until scarlet fever broke out a few years ago, when they were all withdrawn, and none have been sent to us since. We have been making great efforts to change our premises. I have myself purchased, and am at present the owner of, a property which I am about to transfer to the trustees of the grammar school, when they can get through the forms required by the Charity Commissioners. The property had to be sold under an insolvent estate, and therefore I was obliged to come in between all the parties and hold the property for our trustees. The Corporation have offered us 1,000*l.* for our old premises, which we consider a liberal offer, and they are about to unite our present grammar school premises to the Corporation's Academy, upon which they immediately adjoin, and in this way we shall accomplish what I have been very anxious about, namely, the separation of the boys from the girls in the Corporation Academy.

9711. It is proposed to amalgamate the two schools?—No; the schools will be kept as separate as they are at present, but we are about to remove from our deteriorated premises into suitable premises for receiving boarders and for conducting a grammar school, in another part of the town, in a more open position, and near the sea. With this object in view we have agreed to accept an offer from the Corporation of 1,000*l.* for our old premises, into which they mean to put the

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girls of their Corporation Academy, so as to separate the boys from the girls; a matter most desirable, for the present premises are very confined, and the girls and boys remain to the age of 15 and 16.

9712. With regard to this grammar school; are there any means by which you think its usefulness to the town and neighbourhood might be increased?—I think by this change of premises it will be very much improved, because the tenant farmers will be able then to send their sons as boarders. There are a rich body of tenant farmers in Northumberland and Berwickshire, and we come in between these two counties. A great many of them I believe would gladly avail themselves of a good school under an able head master and send their sons to be boarders.

9713. What do you suppose would be the charge for board at that school to the son of a farmer?—From 45*l.* to 50*l.* a year.

9714. You think the opulent farmers in the neighbourhood would not object to pay that sum?—Not at all; but would be very glad to pay it. They send their children to other schools at a distance, for want of local accommodation, which we could provide for them under our excellent head master, the Rev. William Mirrielees, who has taken honours at Oxford, and who is most capable of discharging those duties which they would most value.

9715. Are there any public funds of any kind in Berwick which you think might be applicable to the grammar school?—There are very large public funds for the purposes of education in Berwick, which might I think be utilized, but they are connected exclusively with the Corporation's Academy.

9716. What is the nature of the Corporation's Academy?—It gives free education to freemen's children only. The freemen of Berwick have about 10,000*l.* a year in landed property, which is mortgaged to the amount of perhaps 50,000*l.* at 4 per cent. After paying the interest on this sum the first charge upon their property under the new Act of Parliament is for educational purposes for the freemen's children exclusively, girls and boys, and they now spend 700*l.* a year upon keeping up the Corporation's Academy. There are no fees charged to the children, and it is exclusively for the use of the freemen's children.

9717. Do you think that works well?—It is capable of very great improvement. I think that its being free is an objection, and that the master occupies a difficult position between the school committee of a corporation elected by them and the parents of the children, who think they have a right to come free to the school, and therefore object to the smallest exercise of discipline on the master's part. It is very difficult to exercise discipline in a school constituted in such a manner.

9718. Are the freemen of Berwick a body who continue themselves, or are they dying out?—They exist by hereditary rights or by servitude. Every son of a freeman is free; and all their daughters as well as sons have the privilege of free education. They do not therefore die out, their privileges are for the most part hereditary.

9719. Would it be in the power of the Corporation of Berwick to alter this state of things, and make the school available for others who are not freemen, or to fix any rate of charge?—I think they could make very great improvements, and that they are desirous of doing so; these schools might advantageously be thrown open to others, besides the children of freemen, upon a small payment. The effort which the Corporation is now making to purchase the grammar school for a thousand pounds shows that they have the power of expending money in that direction, and also that they are very desirous of improving the state of their school by dividing the girls from the boys.

9720. Could they affix a small payment if it was thought desirable

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for the interests of the school? Could they allow others besides the sons of freemen to participate in the benefit of the school if they saw fit, or are they bound down by anything in their charters to prevent their doing so?—Their charters in this matter are superseded and settled, I think, by an Act of Parliament, but, not having its provisions before me, I do not venture to give an opinion upon them. I think probably it is rather exclusive, but it might be altered by such a Commission as that which I have now the honour to address; and I think it very desirable that it should be altered. I think there ought to be a small payment. I think this would prove better for the position of school altogether, and I am of opinion that these schools might very properly be opened to a class who have risen up since exclusive rights were given to freemen.

9721. Are there many of the respectable tradesmen and artisans in Berwick who are not freemen?—The majority are not now freemen, and many of these would be desirous of sending their children to such schools if they had an opportunity of doing so, and they would very willingly pay a small sum to be admitted. They are excluded now most rigidly by the rules under which the Corporation are obliged to administer their school funds. Non-freemen's children could not at present be admitted to these schools even by paying for it.

9722. Do you know the number of boys at this school?—There are, I think, about 200 boys and 200 girls in attendance.

9723. I think you say they are educated together; by that do you mean that they are educated upon the same benches, or that the boys are educated in one building and the girls in another?—They are all educated on the same benches in the ordinary mode understood by the term "a mixed school."

9724. To what age do they remain?—The girls remain to 15 and 16, and some of the boys remain to 15, I believe.

9725. You say that this mixture of the two classes has practically been found inconvenient?—Inconvenience has arisen, so much so that the premises being confined they think it most desirable to separate the two sexes. I myself have taken great interest in pressing the importance of this change upon the corporation; and from my knowledge, being as the clergyman of the parish in the confidence of the parents, I think it is most desirable.

9726. And that is about to take place?—It is about to take place if we can get through out difficulties with the Charity Commissioners and others.

9727. I believe the Corporation of Berwick is a very rich corporation, and has very large funds?—They have very large funds, arising from 4,000 acres in the parish freehold property, which produces an income of about 10,000*l.* a year.

9728. What proportion of these funds do you imagine they are bound to devote to the purposes of education?—I do not know that the Act of Parliament states any limit, but their present expenditure is about 700*l.* a year.

9729. You do not think there is any limit prescribed?—I do not.

9730. You believe that is a matter for their discretion?—I think it is very much at their discretion, but there is a pressure upon them not to expend too much, because a dividend of the surplus is made amongst the freemen and the freemen's widows.

9731. Do you believe that it would be for the general advantage of the community if more of these funds were devoted to the purposes of education in the town, and less of it in these doles to freemen?—I am most decidedly of that opinion.

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9732. These freemen have votes for members of Parliament?—Those of them who are of age, and who reside in Berwick.

9733. Are there any other charities to which any part of these municipal funds are devoted besides the purposes of education?—It may be considered a charity that the freemen's widows receive a dividend equal to that of their late husbands, and in many instances it proves a relief to the poor rates of the parish.

9734. Do they receive it whether they are rich or poor?—Whether rich or poor. The freemen extend through every rank from the highest rank to the lowest in the town.

9735. Do you mean that they may all receive and actually do receive these sums?—Ladies who are widows receive these dividends just the same as the poorest persons, who are actually so poor that by the receipt of these dividends they are kept from being paupers. Some of them are so poor that they come to the Board of Guardians (in connexion with which I have acted for many years), and they say "I am so poor that I cannot wait for my dividends, but I will transfer my right to you at such and such dates if you will give me half-a-crown a week."

9736. Do you believe that public opinion in Berwick is favourable to the continuance of this system, or that any considerable portion of the inhabitants would be glad to see it altered?—Public opinion, so far as it is free from freemen's opinion, is entirely of one way of thinking; there is no doubt about it.

9737. (*Lord Lyttelton.*) You said you thought that the education of the middle classes in Berwick required more attention than that of other classes; would you state more fully what your view on that point is, and on what grounds you think so?—I think I stated as one of the grounds, and the principal one arose from my own experience, that a better education is given in the National and British schools under inspection, with certificated masters, than is given by these adventure schools immediately above them, and even better than is given in the Corporation's school; from my own experience I should say that the education in the National and British schools is more sound and more real.

9738. Do you think the middle classes are under any disability or disadvantage generally, as regards the opportunities for education when compared with the classes above and below them?—I am decidedly of that opinion; and it arises from there having been no assistance whatever given to them in training their masters, and therefore the masters and mistresses of these schools, although very good people, who make a small livelihood out of these schools, doing their best, at the same time they have not had that training as pupil teachers and as scholars in the training schools which would enable them to carry through the discipline and moral power of a school with success equal to that of certificated masters.

9739. Has the question of specific training schools for middle class schoolmasters occurred to you?—With regard to the grammar schools, I think that where a degree is conferred by any university it should be a sufficient certificate without any further training or test. I have no fault to find with the discipline of those schools; it is the discipline which the masters themselves have been accustomed to in the school in which they have been educated, and a reflection of the discipline and order of their university. I would never question or examine any person in such a position; but I think if it could be done without offence, and done gradually, it would be very well if some certificate from some board could be given to masters and mistresses who take upon themselves to teach the lower middle classes. It would give con-

fidence to the parents, and would be a great advantage to the masters themselves.

9740. I meant, has it ever occurred to you that institutions, normal schools, for the training of masters, such as we have for the training of masters of the lower classes, would be practicable and desirable for the middle classes?—It is desirable, but I do not see how it is practicable.

9741. As to the state of the middle classes, in your experience in Berwick, what have you observed in their condition as to education when compared with other classes?—I think the order of ability on the border is very superior to that of the midland counties, and that there is great power of mind, so far as I can judge, in the lower and middle classes. I think it is not sufficiently developed by the present system of middle class education. A great deal more might be done with the mind which has been given them by Providence. I think that the schools for the middle classes are more on the Scotch than the English system; and so far as I can judge of the Scotch system (I speak only, of course, from partial knowledge) it seems superficial compared with the deep grounding of the National schools. The Corporation school has been conducted upon that flashy system which makes a show at an examination, and tends, I may say, rather to deceive, though without any intention to deceive; it tends rather to give a wrong impression of the real state of education, both to the Corporation's school committee and to the parents.

9742. Have you found that parents of the middle classes are alive to the defective state of the school education their children receive?—I do not think they are sufficiently alive to it.

9743. From having had similar defects in their own education?—They are satisfied with it on that account.

9744. (*Sir Stafford Northcote.*) Can you say whether the population of Berwick has increased lately—within the last 30 years?—It has decreased.

9745. The whole of the population?—I think, taking in the [redacted] borough, it has not much decreased, because in the [redacted] mouth and Spittal, the population is increasing on the [redacted] Tweed in consequence of additional manufactories [redacted] it is, therefore, upon the whole, much about at a sta[redacted] north side it has decreased in the last ten years pe[redacted]. Berwick used to be a military station, but the military have been withdrawn, and a certain number of persons formerly supported by the military, during the last ten years have left the town.

9746. The number of freemen cannot increase, can it?—It may be increased by the families of freemen being larger. It depends upon the number of freemen's sons.

9747. Is every child of a freeman a freeman?—Every son may be a freeman when he comes of age.

9748. Are you able to say whether the number of freemen upon the whole forms any proportion to the numbers of the population as it was 20 or 30 years ago?—I think the freemen are very much the same, rather increasing than decreasing I should say, because they have these hereditary rights, and this tends to keep them in Berwick. It would be much better for those who cannot obtain full employment in the town to leave and exert themselves, than to hang about half idle, with the expectation of receiving this dole from their property.

9749. (*Dr. Temple.*) You said that you thought it would be an advantage if the boys in the Corporation's academy paid some sort of fee—can you state what fee you would fix as a right one?—It is a difficult question to settle at once; the class of persons who attend the Corpora-

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tion school varies so much. Some of them would not mind paying a large fee, because ladies are educated there. The grand-daughters of my predecessor were educated in these schools, and yet some children go to the schools without shoes and stockings; so that it is very difficult to settle any fee which they would agree to pay or would pay without grumbling.

9750. What fee would you think could be got at all, because, I suppose, it would be necessary to have the same fee for everybody?—I should think that the poorest at any rate might easily pay threepence a week.

9751. Would you be content with such a change as would be implied in that; *e.g.*, that there should be a fee of threepence a week?—I think it would be better; for although threepence a week would not pay the expense of the school, yet I think having some payment would be better for the discipline and the order.

9752. What do you think is the gain of making all the scholars pay fees?—It gives the master a better control over the parents' interference.

9753. In what way?—Because if they think they have a right, they go and bully the master, and say, "You have no business to punish my boy or girl, because I have an hereditary right here. The school is free, and it is my school and not yours." That is the practical abuse. It goes through the whole as a matter of discipline.

9754. Have you ever examined the girls' school yourself?—Not in the Corporation's Academy, but at my own National Schools, of course, I have.

9755. You cannot tell what the girls' school at the Corporation's Academy is?—I have heard them examined by professional examiners.

9756. What sort of an education do they give?—They give an English education. They do not profess more, except that they give a little French, and lately they have attempted to introduce German.

9757. Do they teach French to any real extent?—I never heard the [illegible]nch, but it goes as far as translating a simple [illegible]

[illegible] an education as would be fit for a shopkeeper's [illegible]k fairly so.

[illegible] that level, you think?—About that level.

9760. Do you know anything of the discipline of the girls?—It might be improved.

9761. In what respects?—It does not give that refinement of manners and of tone which is necessary for the education of girls. It does not bring out their more refined dispositions, but, rather, their mixture with coarse boys makes them rough; and I would say, therefore, that the best part of a girl's training is deficient.

9762. The management of the Grammar School is in a mixed board of trustees, is it not?—Yes.

9763. And you were on that?—Yes.

9764. What has your experience led you to say as to the best form of constitution for such boards?—If I had my own way of doing it, I should have an educational qualification for the trustees, such as taking a degree, or some such qualification. I think that many of our trustees, not having themselves received a classical education, do not understand grammar schools at all. They interfere with the master in a manner which breaks down his independence in matters of detail; and they listen to complaints of parents out of school, and in that way weaken the authority of the master in matters which they themselves do not at all understand.

9765. How would you have such boards appointed?—I would have some *ex officio* trustees, persons of education in the neighbourhood; some elected, perhaps, by this body, and some nominated, perhaps, by a central authority, such as a minister of education, whom I should like to see appointed.

9766. You said you thought the board was weakened by being mixed. That is a condition you could not get rid of?—There is nothing in the scheme to make it mixed or unmixed; the trustees elect themselves.

9767. As a matter of fact, it would be impossible to avoid the mixture of men of different denominations?—I think it would now; it became so by mistake originally; when the corporation were obliged by the Corporation Reform Act to relinquish their trust.

9768. Would you wish as a general rule to confine the trusteeship entirely to members of the Church of England?—I do not think it would suit Berwick to have it exclusively Church of England, as we are on the borders, and there is a large Presbyterian element.

9769. (*Mr. Baines.*) From what classes of society are the boys in the National and British schools supplied? Are they from the lower class?—The charge in the National schools being only a penny a week, the lower classes send their children to these for their education. This includes the class next to the paupers, and some of the parents are even poorer than the paupers, because they are struggling persons who will not be paupers, from a proper feeling that it is rather degrading. When I went to Berwick, about two-thirds of the National school children were without shoes and stockings, but now, in consequence of clothing clubs giving facilities for saving their pennies, they have improved their clothing and condition. Thus in the National schools we have the very poorest class, and in the British schools it is the class above that. In the British schools the school pence range higher.

9770. What are they?—I think they range from twopence to sixpence a week, according to the education given. The parents seem to think it more respectable to send their children to that school on account of the higher rate of payment.

9771. Do any of the freemen send their children to either of these schools, seeing that they have the opportunity of sending them to a perfectly free school?—We have children of freemen in our National schools, both boys and girls, at a penny a week, but they do not come to any very great extent.

9772. Do any very considerable number of the middle classes, such as farmers, small tradesmen, or handicraftsmen, send their children to either the National or the British schools?—I should say that none who are well off send their children to the National schools, but that a great many in better circumstances do avail themselves of the British schools. The British schools are actually educating the lower middle class for the most part.

9773. You have said you thought the perfect freedom of education is not of any benefit, but the reverse, and that some payment might with advantage be asked of the parents of the children, for those children who now attend the Corporation's school, and you mentioned the sum of threepence a week. Would not you consider threepence a week a very insufficient payment for parents of the middle class generally?—I do, indeed; I think it is so. There are so very many freemen, very poor people, and the children of widows of freemen, therefore I put as the very minimum threepence a week. If it were possible to make the wealthier class of freemen pay more, I should certainly be in favour of such a measure.

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9774. You are aware that there are, even in the British schools which you mentioned, and many other schools, graduated scales of payment according to the subjects learnt, and in some cases even according to the circumstances of the parents; would you approve of that?—A scale according to the circumstances of the parents would best apply to the Corporation's school, but not seeing my way to carry it out, I mentioned the minimum.

9775. You would say of the middle classes generally that they would be both able and willing to pay for a good education for their children, a much higher sum than that?—Certainly they would.

9776. (*Rev. A. W. Thorold.*) Have you any experience as to the practicability of mixing the children of workmen and the children of tradesmen in a day school?—The objection does not apply in this mixed school of the Corporation's academy, because there children of every rank, provided they are children of freemen, mix freely amongst each other.

9777. You have not found any practical difficulty in the school with which you are acquainted in the mixture of children of different social grades in what we may call the lower middle class?—They have mixed in this school freely; but at the same time it is because it has a kind of monopoly of a particular class of persons, viz., the freemen's children, and almost all freemen avail themselves of that education on that account, but if they were left to their choice, certainly the objection you have mentioned would arise.

9778. On the part of the poorer parents, or of the richer parents?—They do better if the classes are a little separated, as in our British schools and National schools, where the classes separate themselves, and do it very properly, by which arrangement both the schools do better. The poorer children (without shoes and stockings) do not feel degraded by contrast with those better off, whilst the better class feel themselves more independent; and the parents are better satisfied to have them a little separated. They sort themselves very well when there is the opportunity.

9779. In the school of which you are speaking did the children play together after school was over?—Yes.

9780. Did the boys themselves make any difficulty in carrying on their games together?—Not the least.

9781. In the Grammar school at Berwick was drawing taught?—No; it was not.

9782. Did you ever find it asked for by any of the parents?—No; I have never found it asked for in the Grammar school. It is taught in the Corporation school rather successfully.

9783. Is it taught in the National schools?—The pupil-teachers and some few others are taught drawing in the boys school. Several of our pupil-teachers have obtained certificates of merit in drawing from the Committee of Council on Education.

9784. Do you think it of importance to introduce it into the teaching of schools of the lower middle classes generally?—I think it might be useful to some them in after life.

9785. (*Dr. Storrar.*) What boys have the privilege of the Grammar school?—The children of freemen have a right to receive education in Latin and Greek entirely free, and they have a right to go to this school for the whole of their education (that is for their English as well as for their classical education) at half fees, viz., four guineas a year. This does not work at all well. It is one of the great objections to the whole system of the Grammar school and Corporation's academy that the boys who come for Latin and Greek are under two masters, and they please

neither. They come to the Grammar school for the Latin and Greek; and perhaps it may not suit the head master of the Grammar school to take them at the time suitable to the master of the Corporation's school, and they thus leave the one school and neglect some part of education, for their classes are going on. This admixture has been a very great hindrance to our success.

9786. Is English taught in the Grammar school?—Yes, to all; and for such as require English only, there is an English school attached to the Grammar school.

9787. If a freeman has the election to send his boy either to the Grammar school or to the Corporation school, what is it that makes him give the preference to the one over the other?—He cannot send his son to the Grammar school entirely free, except for Latin and Greek. There is therefore a fee of four guineas against his availing himself of the English education of the Grammar school.

9788. What number of boys are there in the Grammar school?—Upwards of 30.

9789. Are these boys resident in the town of Berwick?—They are resident in the town of Berwick or the neighbourhood.

9790. Is the place to which you propose to remove the school a place which will be convenient for boys attending it who live in the town of Berwick?—Most convenient.

9791. As convenient as the present site?—Quite so.

9792. Seeing that the present site is inconvenient for the boys of the Grammar school, would it not be equally inconvenient for the children of the Corporation's school?—I think not. It has not been found inconvenient for day boys. The sites of the two schools abut upon each other; the Grammar school is in one street and the Corporation's school in another street; they join each other at the back; and for day boys there is not the same objection as there is for boarders who sleep and live in the place.

9793. To what class of society do the 30 boys who avail themselves of the Grammar school belong?—The sons of professional men, of the higher tradesmen, and tenant farmers in the neighbourhood: my own sons received their earlier education at this school. For any person who has sons, and who wishes to get for them a classical education, it is the only means at hand.

9794. Are they a class of boys who take the full advantage of a grammar school by going up to the highest class?—Some of them do. It depends upon the rank of the parents, and the objects which the parents have in view for their children. If they are intended for commercial life they leave earlier and join their parents in their shop or business. If they are intended for medical life (and a great many go to Edinburgh for this purpose), they stay longer at school, and always pass very well in their preliminary examination for the medical profession.

9795. Do they teach modern languages in the Grammar school?—They teach both French and German.

9796. Mathematics of course?—Mathematics also.

9797. Do you know whether they teach any science, such as chemistry or natural philosophy?—No, I think not.

9798. Passing from the Corporation school, am I to understand that the children of persons who are not freemen are thrown entirely upon the adventure schools?—Entirely upon the adventure schools, the British, or the National schools.

9799. Is there any considerable number of these adventure schools?—There are fewer than there were, because the British schools and

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National schools have been so much developed lately that they have absorbed many of the children who used to attend "adventure schools."

9800. So far as you know, have they merit that would make them deserving of maintaining their ground, or do you think it an advantage that they should be absorbed by the British schools?—I think the education is better in the British schools and National schools than that given by the adventure schools. Where there is no hardship to the teacher it is not desirable to retain them, but if persons in good circumstances avail themselves to any great extent of National or British schools (partly supported out of the national funds), and do not really pay for the whole of the education given, an abuse would arise.

9801. What is it they teach in the Corporation school; English?—English.

9802. Arithmetic?—Arithmetic.

9803. Any mathematics?—A little; also French; and they have attempted a little German.

9804. (*Mr. Erle.*) What class in society do the trustees of the Grammar school generally belong to; are they professional men?—We have some in business, such as a draper, an ironmonger, a grocer, and a wine merchant. We have two medical men, three solicitors, a clergyman of the Church of England, and a United Presbyterian minister.

9805. Probably a small proportion of them only have had a classical education?—A very small proportion; perhaps a third.

9806. How are they appointed?—They elect to a vacancy themselves, and the Charity Commissioners must approve of such election.

9807. The Charity Commissioners must necessarily approve in every case, must they not?—The new trustee is not to take his seat upon the board until the Charity Commissioners have approved the election. They have therefore a veto.

9808. Has that power been exercised yet?—We have elected two new trustees since obtaining our last scheme, and the Charity Commissioners have approved of them.

9809. Supposing it were stated when the names were proposed to the Charity Commissioners that the proposed trustees were of different religious denominations, and a law were enforced which required them to be all of the same denomination, would that create dissatisfaction in the town?—I do not think that objection would arise in Berwick. I do not think any one would object on those grounds.

9810. Supposing the selection of trustees were confined to members of the Church of England, would there be any dissatisfaction in the town on account of that?—There might or might not be. It has never been tried. The balance, I think has always been kept even since the first deviation from the strict letter of the law. No such question has arisen.

9811. Have new appointments which have been made under that scheme been of dissenters?—They have been always even. A dissenter died and a dissenter was elected, and when a churchman died a churchman was appointed in his place.

9812. No statute has been made upon the subject?—No statute either way, and no objection has been raised.

9813. Do the trustees generally attend to the business of the school?—Yes.

9814. How many meetings are there?—We are obliged by the scheme to have four every year—that is quarterly meetings; but the trustees adjourn and readjourn too much I think for the discipline of

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the school. I should think that a meeting of the trustees once in a half year would be sufficient.

9815. A large proportion of the trustees attend ?—Yes.

9816. Do they interfere with the studies of the school at all, or is that left to the judgment of the master ?—It is not sufficiently left to the head master.

9817. Do you think it would be better left entirely to the head master ?—I am decidedly of that opinion, provided the master commands the confidence of the trustees, and at his original appointment is a man of real education.

9818. Is the master removable without difficulty ?—I am sorry to say he is removable too easily. The 15th clause of our scheme states that "the head master shall hold his office only during the pleasure of "the trustees, who shall be at liberty to displace him as and when they "shall see occasion, but no head master shall be displaced save for "gross misconduct, unless the trustees shall give him three calendar "months notice in writing, requiring him to quit the said office; and "neither shall the head master at any time be displaced, unless three-"fifths at least of the existing trustees concur in dismissing him."

9819. You think that gives a great control over the master ?—I think it interferes with his independence. He ought to be an autocrat in his own school.

9820. Do you think that every master should be irremovable ?—I would take from local trustees the power of removing him without an appeal to some central body.

9821. You do not think he should be irremovable absolutely ?—No, absolutely irremovable, because he might grossly abuse his position; but I think this power in our scheme is too local.

9822. Instead of trusting that power to a given proportion of trustees, you would subject those trustees to some external central control ?—I should be very glad to see a central control in such a matter, although I object on general principles to centralization.

9823. What control do you think could with salutary effect be exercised over the removal of a master ?—I should wish all these matters to be placed in the hands of a minister of education, who would also take the supervision of ecclesiastical and charitable affairs.

9824. Do you mean a central authority for the whole kingdom ?—Yes, a cabinet minister responsible to the Crown and to Parliament, working the department as the Home Office is worked, and who should take the Ecclesiastical Commissioners' business, and the Charity Commissioners' business; this would be considered constitutional, and would be a very great matter for the country; it would save a great deal of grumbling about the Ecclesiastical Commissioners, and a great deal of the unpopularity of the Committee of Council on Education.

9825. In a great number of schemes now the trustees are able to remove the masters under the control of the Charity Commissioners on obtaining the consent of the Charity Commissioners for that purpose; do you think that while there is no other authority that can be appealed to, that is a useful power ?—It would be better than none, but it would not command general confidence.

9826. If a local inquiry is consequently made, the result would then be satisfactory ?—The Charity Commissioners are likely to be a good deal misled.

9827. You think that the governors should be constituted of persons of education if possible ?—If possible.

9828. Is there a number of persons residing in Berwick from which

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such a body could be constituted, persons of superior education ?—I think if we take out of the scheme the disqualification of a person not residing within three miles, a certain number of educated men might then be got to manage the school.

9829. You think that non-residents, persons not resident in the town, could be appointed with advantage ?—I think so, with great advantage. I think they would act as patrons of the school, and would get boarders from the neighbourhood by speaking well of it.

9830. Does any political bias or jealousy intervene in the management of the school ?—I have never known any.

9831. With reference to the Corporation's school, is there a representative body of the freemen, or by whom are the powers of the freemen exercised ?—The Corporation are trustees for the freemen, but they are elected by the householders. They used to be elected exclusively by the freemen, but by the Reform Act they are elected by the householders who are ratepayers, and they were at the same time made trustees of the freemen's property.

9832. Does the Corporation manage the property of the freemen ?—Yes, but many freemen object to their mode of management.

9833. What is the actual application of the large income of the freemen after providing for the school ? There would be more than 9,000*l.*, do they actually divide that, or devote it to any public purpose ?—They have to pay the interest of a sum amounting to between 40,000*l.* and 50,000*l.* at 4 per cent., which their predecessors squandered, but which cannot be increased beyond the limit named in their Act of Parliament. That is the first thing they have to do before attending to education ; then after education is provided for they have certain payments to make connected with their gaol, that is some small payment connected with the management of the county gaol for the little county of Berwick-upon-Tweed. Then the balance is divided among the freemen by what is called the "meadow and stint money."

9834. Equally divided among all the freemen ?—They take their proportion according to their age. The oldest freemen take the most and the young comers-on have but small sums.

9835. It is all divided among them ?—Yes ; the scale of their own settling in ancient time has been retained.

9836. (*Mr. Acland.*) It is clear from your evidence that you do not consider the present state of these trusts or of the education satisfactory ?—Not for the middle classes.

9837. You evidently consider it capable of great improvement ?—Yes, I think so.

9838. You have also had great experience of the inconvenience of the present system ; have you considered in what way a trust might be advantageously constituted which should manage both the Grammar school and the Corporation school, so as to give the greatest amount of good education to the middle classes, assuming that the middle classes would also pay reasonable fees ?—I think it would be very difficult indeed to join the Grammar school trust with the Corporation's academy if your question refer to that. If you mean me to answer the question with reference to local circumstances, I should say there would be great difficulty in joining these two trusts.

9839. Supposing the whole property and buildings belonging to these two institutions were entirely taken out of the hands of the present managers, and that we were to start afresh to get the best practicable system of management for the education of the upper and lower middle classes in the town of Berwick, have you considered how you would

constitute such a board?—I think a board of management might be easily obtained by appointing some *ex officio* trustees and others elected by them under a central authority, such as a minister of education.

9840. Do you mean that you would place the election of the other trustees in the hands of the *ex officio* trustees exclusively?—I do not venture to suggest how to originate such a body of men; but local men might be found of sufficient education and commanding general confidence, to form a local board to administer such a system of education.

9841. My question was, have you considered the proper mode of constituting such a body?—I cannot say more than that there ought to be an educational test. Local men might be found.

2842. What educational test should you suggest?—I should like to see the trustees of Grammar schools for the most part selected from persons who have taken some degree at some university.

9843. In constituting a trust should you be prepared to limit it entirely to persons who had had a liberal education, excluding the element of successful tradesmen?—I think if we could get the university test it would be better managed, but at the same time there might be a certain number of successful tradesmen, men of great intelligence and power, commanding local confidence, who might with advantage be introduced, persons who were in a position to be in the commission of the peace.

9844. Should you be prepared to apply the educational test to the *ex officio* trustees who might be in the commission of the peace?—I would have no educational test if they were in the commission of the peace. I think such men from the rising town class would be sufficiently well educated to do everything that was necessary for the management of a grammar school.

9845. Would you apply the test to successful persons interested in trade, in the very middle classes who were to be educated, either farmers or tradesmen?—I have found that the tradesmen class of trustees were rather a hindrance to the development of a grammar school.

9846. On the whole do you think it would be desirable to lose the advantage of any support or interest which they might take in the school rather than run the risk of giving them a qualified share in the management?—I think it would be better not to have them in the management of Grammar schools.

9847. Do you think that that would give entire satisfaction to the middle classes?—I think they have perfect confidence in persons educated as I described, and persons selected from those in the commission of the peace. I think that the working of a school under such [illegible] be the best proof of its success, and would best comm[illegible]

[illegible] mode [illegible]

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9851. Would they be somewhat like the Government inspectors under the Privy Council?—Just so.

9852. (*Lord Taunton.*) Are there any other suggestions which you are anxious to make to the Commission?—No, I am not aware of any.

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The Rev. EDWARD THRING, M.A., called in and examined.

9853. (*Lord Taunton.*) I believe you are the head master of Uppingham Grammar School?—Yes.

9854. How long have you held that situation?—I have held it a few months over twelve years.

9855. Were you ever connected with any other school before going there?—No, not as m[illegible] any way. I was nine years at Eton, and I examined at F[illegible] four successive years as Fellow of King's College for the election trials, and I examined once at Rugby.

9856. I believe your school is a classical school of the first class?—Yes.

9857. Will you have the kindness to state the nature of the endowments of that school?—As far as we are concerned with the endowments, there are three exhibitions every year of 40*l.* a year, which may be held at any college at either university, and I receive 150*l.* a year as head master, and a house which is kept more or less in repair; and I believe the other foundation master receives 120*l.*

9858. What is the nature of the foundation on which your school rests?—The foundation orders that education shall be given to the inhabitants of Uppingham, and a certain number of towns called "Meering" towns, and that the head master and usher shall be capable of writing good Greek and Latin verses correctly and well. I believe that is our main requirement. Considering the time at which the sentence was penned it is very remarkable. It was in Queen Elizabeth's time.

9859. What is the amount of income derived to the school from this foundation?—I do not know anything about the funds, excepting the payments made in that way to us and the exhibitioners.

9860. You say it is founded in the first instance for the benefit of the inhabitants of Uppingham and the neighbourhood; are they to be received there without payment?—Some years ago, I do not know when, but not long before I was head master, there was some discussion about the town boys, and then the governors fixed a payment of four guineas a year for boys born in the town; the statutes expressly provide that we may charge anything for the scholars who came, subject to the approval of the governors.

9861. For the town boys?—I think even for the t[illegible]s, but certainly for those Meering towns. I [illegible] boys were

9864. As I understand, that has nothing to do with the foundatio
—Nothing whatever.

9865. Will you have the kindness to state what is the condition of th
school with regard to boarders; how many boarders are there?—A
present 296, I believe.

9866. And the rest are day scholars?—Yes.

9867. Have they precisely the same education?—Precisely.

9868. How were the buildings erected to provide for these boarde
—The masters and myself erected them.

9869. Are there boarding houses?—Y ten.

9870. Is the Eton system followed i se respects?—Excepting that instead of single rooms I extended th n I found there with som improvements. We give each boy a study and a compartment, that to say, what, for convenience, I may call a horse b in a moderate sized room. For instance, this room would make rather a large dor tory of ours, and, perhaps, in a room like this, we might have sleeping in separate compartments.

9871. Are the exhibitions that you have spoken of obtainable boarders?—They are open to the whole school and there is no supe annuation. If a boy can win them, he wins them; but if he cannot, and is defeated, he may stay for ever; he will not get them. We not dismiss him; he is not bound to go, as at Eton, at a certain year

9872. What is the expense to the parents of a boy for an educati as a boarder at this school?—You would include in that, I suppose, a bills passing through our hands, journey money, book bills, and so on

9873. Yes?—If a boy learned no extra subject, that is to say, had a complete classical and fair mathematical education, he would hav to pay at the outside 90*l.* to 95*l.*, that would clear him for everything passing through our hands; nothing but his pocket money would remain and his allowance would be included at one shilling or sixpence a week, as the case may be.

9874. Of course this price would put the school out of the reach of all except what may be called the upper stratum of the middle classes?—Certainly, I think it would.

9875. From what class of society do the day boys come that come to you from Uppingham and its neighbourhood?—Uppingham is a very small town, so that we have never had many but the tradesmen's sons. I have at the present moment the ironmonger's son in my school for instance; and that would be about the class of boy.

9876. Any farmer's sons from the neighbourhood?—Not from the neighbourhood, our early hours rather knock them off; if a boy has to be in school during half the year at seven o'clock, and the other half at half past seven, it is rather severe physical work to come a mile or or more than that.

scholar?—I we g

9879. I suppose he is a very well to do ironmonger ?—He is not; but is a canny Scotchman ; he is not a wealthy man, he is a man who as been making his own way.

9880. I suppose that sum puts the school a little out of the reach of e smaller class of tradesmen ?—As far as we have seen, it has made difference ; the same class of boy comes now that came in the first r, but we really have not very great opportunities of judging because the smallness of the town. Again, though they would not get on e so well in class ; they would really get all the main work of the l without paying the a[illegible]ional 10*l.*

9881. Without the addi[illegible]l 10*l.* it would make it 6*l.* a year ?—bout 6*l.* a year.

9882. Do you give the sons of tradesmen who come to your school actly the same course of education which you give to the sons of tlemen and clergymen, and those who are destined to go to the afterwards ?—Yes, precisely.

Exactly the same ?—Exactly the same.

. Do you approve of that ; do you think that that is the right ourse to pursue, that a boy who would probably leave you much earlier, he son of a mechanic or of a small tradesman, who would probably llow his father's profession, should have exactly the same education t you would give to a boy whose subsequent career would be of so ferent a kind ?—If I could add to it any one modern subject, I should y certainly. As a fact, as far as I have heard them speak of it they ink so. I heard this very man express the greatest possible regret hat he had not sent his elder son in the same sort of way ; this boy a shopkeeper in London somewhere I believe, and he found it of the reatest disadvantage not having had that sort of work.

9885. To what age do you find these boys, the day scholars, remain? —This boy will remain no doubt till he is 18 or 19, the others remain till they are about 16; from 16 to 18, I should say.

9886. Taking an English country town generally, do you think that the higher class of mechanics and the smaller class of tradesmen can afford to give more than 10*l.* or 12*l.* a year for the education of their children as day boys ?—I think they ought to be able, but I cannot quite say.

9887. Do you think it would be desirable that boys in that class of life should be educated precisely in the same way, with regard especially to the dead languages, as boys who are depending on a university career afterwards ?—Up to that point I should sa[illegible]cause we give a very good English education with it, and we [illegible]y good y mathematical education with it. I do not [illegible]regards their after life, how they would do bette[illegible]mount. not wish me to express [illegible]hould he highest c[illegible]—The[illegible]

that there is any particular object. There is however this to be said, that I myself think that a set of schools which do not exist in this country is exceedingly wanted, which should take modern subjects in exactly the same way as we do our main subjects, and which should take Latin exactly in the same way that we do our modern subjects, as an extra, but if we are to teach those things in our school we cannot break up the main current of the school with advantage either to ourselves or the boys. In other words, we do allow Greek under certain circumstances to be dropped, but we have invariably found that the dropping of a main subject of the school work has operated well on the work that the boy himself does; he is thrown [illegible] the channel.

9891. At what age do these boys begin [illegible] Greek with you?—I suppose the youngest boys we have coming [illegible] school may be about nine years old; they would begin at the bottom class immediately they come there, that is, if you call learning Greek, learning to read it.

9892. These boys stay with you till about 15?—As far as I can judge, but my experience is not great, the place is so small, the population being barely over 2,000.

9893. Do you attach value to the boys learning the classical languages with reference to their knowledge of their own language?—Certainly I do. If you work their own language well, which we always do. I do not attach great value I confess to doing classics simply without working English side by side, and running them into one another to a great extent.

9894. As far as that is concerned it is not your opinion that there is sufficient gained by learning Latin alone; you think it better attained by learning Latin and Greek?—No; I think it would be quite as well attained by them if they had a school to go to in which Latin alone was taught, but I do not think that the classical schools at present existing can deal with that case with advantage, either to themselves, or, I also think, to the boy. My experience goes far to say that whenever a boy is thrown out of any main subject, his whole work suffers.

9895. My question was, whether to the middle classes the main subject might not be Latin without Greek?—I should not even make it that. I should like to see, for the middle classes, the main subjects made arithmetic, low mathematics, and a language, and to work Latin, which I should then think sufficient, in the same way we now work our modern languages, we tack them on to the other work. I should tack Latin on to a middle-class school, and work it with the other subjects.

9896. [illegible] not make Latin the main means of learning language? [illegible] it, if that is what you mean [illegible] main means [illegible] language [illegible]

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9899. And that there should be no what is called "bifurcation" in the school?—I do.

9900. You think also that it is better for boys of the tradesman class to come to schools such as yours and to learn the main subjects, than to attempt to come into those schools, and not to take the main subjects, but attempt to pursue the subsidiary subjects?—Yes, I do.

9901. But you think it would be still better for them if there were schools in which the subjects which we may call modern subjects, were made the main subjects for their school?—Yes, I do.

9902. (*Mr. Baines.*) What number of day scholars have you?—I think there are six at the present moment; five or six.

9903. Do the whole of those boys pay 10*l.* a year for evening instruction?—No, one or two of the little boys do not do so, and they are wise in not doing so when their friends at home can do it for them.

9904. Do some of the boarders pay 10*l.* for the private tutor?—No, that is quite distinct; our boarders pay exactly the same throughout the school, and all are treated in precisely the same way, as near to one pattern as we possibly can; the only thing being, to make the distinction clear to an Eton man, that our private tutors are the class masters; they are not the house masters. Our house master is simply a boarding-house keeper as far as his boys are concerned; the class master has their entire tuition in school and out of school for the time they are in his class.

9905. Without any difference as to the evening instruction?—Without any difference whatever. They come at seven o'clock when it begins. Every house gives tickets of the time, and we send our boys to their schoolmasters every night except Saturday; and if a class master's class is not good, he is responsible, and I call him to account for it.

9906. You have stated that the school bill, in fact, of a boarder would generally amount to 90*l.* or 95*l.* a year, but you mentioned journey expenses; could you state to us how much properly belongs to education and boarding, distinguishing it from journey expenses?—With the greatest clearness. Our terms, which include everything in our main *curriculum*, are now 75*l.* a year.

9907. Including boarding expenses of course?—Yes, that includes boarding and a complete classical and fair mathematical education. I say a fair mathematical education, because the time we give to mathematics will not enable the boy if he has no private tuition in that subject to take a high degree. If we want a boy to run for mathematics instead of classics, we write to his parents, or in some instances ourselves turn on private tuition in mathematics.

9908. Which is [illegible] At

of our power, and that can only be done by having subjects apart from the regular school business which shall interest and give selfrespect to those boys; therefore all the extra subjects, though strictly extra, form a very integral part of our system as a school.

9914. May I ask if you would teach all boys drawing?—I would not teach all boys any extra, because if that was the case, you would have a number of boys who do not want that subject acting as a drag on the class, and you would take the time and money from them, which they want for some other subject.

9915. You would not then put it on the ground of some boys being incapable of learning drawing?—No, I do not put it on that ground, I suppose nobody is incapable, but I should put it on the ground of time. In a school which is working vigorously, time is a most wonderfully important element, to such an extent that we begin to find that the enlarging our sphere of subjects beyond what we have at present really begins to be a difficulty, from the mere fact of time we cannot make the things fit in.

9916. Are you bound by your charter or trust deed to begin at the very early hours mentioned in the morning?—I think not.

9917. Do you approve of that; do you think it desirable on the whole to begin at those early hours?—I do, very much; we have finished our main heavy work by 12 o'clock in the day, and it is a great boon to masters and boys.

9918. I rather infer from that that you approve of and promote out of doors amusements and exercises?—Very much indeed.

9919. They form a conspicuous feature of your school?—A very conspicuous feature; I myself play a great deal.

9920. You play with them yourself?—Very much indeed till within a few years. I have even played at foot-ball.

9921. (*Rev. A. W. Thorold.*) Uppingham, I believe, is a part of a much larger trust, is it not?—Yes, it is one-third of a trust.

9922. There is another grammar school connected with the same trust?—Exactly the same foundation.

9923. Practically is it not found that the two schools are rather too near each other for the want of the neighbourhood?—Most certainly. The tradition always was "Uppingham up, Oakham down, Oakham up, Uppingham down." In consequence of that, after about three years, when the system which I set on foot seemed likely to work, and the new buildings at Oakham were not built, the then head master, who is the present head master also, joined me in petitioning that something might be done to alter the relations of Oakham and Uppingham. He saw that what was going on was likely permanently to depress the school at Oakham, and he thought it would be better to make it a mid[illegible] school [illegible] it a preparatory school to Uppingha[illegible]

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Reverend the Dean of Westminster, the Very Reverend the Dean of Peterboro', the Archdeacon of Northampton, the Master of Trinity College, Cambridge, and the Master of St. John's College, Cambridge, are *ex-officio* governors. I believe, either because they have no legal right, or from traditional custom, they never do anything whatever, except, I think, that they vote for the head master when the post is vacant.

9929. The active trustees are, I believe, chiefly gentlemen resident in the neighbourhood?—Yes; 18 appear to be the number of acting trustees, of whom 9 are laymen and the remainder clergy.

9930. Is it necessary that they should all be members of the Church of England?—I do not know that it is expressly stated, but our founder was an archdeacon in post-reformational times, and out of the 24 governors appointed by the founder, 20 were clergy and three his own family.

9931. What is the power of the trustees in the administration of the school?—Almost nil, I think, provided we give the sort of education to a few day boys which the statutes enjoin.

9932. Who appoints the under masters?—The under masters are entirely and completely appointed by me. The whole of this boarding school system as it now exists is a creation of the last twelve years in its present form from beginning to end; there was one house and twenty-five boys at the beginning of that period.

9933. You speak of boarding houses having been recently erected, was it necessary for the permission of the trustees to be obtained before they could be erected?—No.

9934. A chapel, I believe, has recently been erected?—Yes.

9935. Was the permission of the trustees necessary for that?—That was more complicated, but I suppose not, for we had to build it on ground with which they had nothing to do till we gave them the ground. The masters bought the ground and presented them with the site, and therefore it is theirs.

9936. It is exclusively for the use of the school?—Exclusively.

9937. Were these boarding houses built from public or private funds?—From private funds entirely.

9938. Then they are the property of individuals?—They are the property of individuals.

9939. In case any change took place in the school, and there were not the same number of boarders that there are now, they could be disposed of as any other private property?—Yes, only it would be at a very great loss. The commercial value of the system is this, that these houses cannot command anything like the price in the open market that they can as boarding houses.

9940. Simply from Uppingham not being a place where there is much demand for houses?—It would [illegible] very large [illegible] for

farmers' sons has been diminished since the increase of the boarding house system?—No; but again the answer is worthless, because I have really no means of judging, the population being too small. It has not done so, but that might be quite accidental.

9943. You spoke of your opinion of the great value of this system of education for tradesmen's sons. Does that observation apply equally to farmers' sons?—Yes, I think so.

9944. Do you think it would be at all possible to work in a cheaper system of boarding houses with your present system, giving the same education?—Most certainly not. It would destroy both.

9945. Why do you think so?—I think it would at once divide the school into two sections, which, in my opinion, would be very disastrous. It would at once divide all the interests. There would be two bodies of masters with different interests; and also a very large body of children of the lower orders, which is exceedingly detrimental to a first-class school. The complaints of the number of day boys in some schools are very grievous. With us they are neither obnoxious to others, nor ill-treated themselves. I never saw any boarder ill-treating or distressing a day boy, and I constantly see them playing in our courts, and, in fact, taking a thorough part in the out-door life.

9946. From your knowledge of the class and status of the farmers in the neighbourhood of Uppingham, do you think that, as a rule, they are sufficiently well off to send their boys to one of your boarding houses, supposing they were disposed to do so?—No; but we have a certain number of farmers' sons in the school; and one of my favourite pupils is a young farmer, about 14 miles from Uppingham, who comes in to almost all our matches, and tells the boys, and great good it does them, that he has been reaping all the morning, and now he has come to play cricket.

9947. I suppose you have boarders from different parts of the country?—From different parts of all countries, Australia, Canada, India, Bermuda, Mauritius, and from everywhere.

9948. (*Dr. Storrar.*) Whose property are the boarding houses?—The masters' who built them.

9949. Then in the event of the death or retirement of masters, how would the boarding houses be appropriated?—Some of them are bound to me, to a certain extent, during my tenure, but they would be appropriated as boarding houses, for the simple reason that they cannot otherwise get anything like so good a rent, and that if they were not, we could build again in the same way. I could build any number of houses at the present moment, only that I do not now wish the school to increase.

9950. Supposing one of your masters who had invested property in a boarding house were to die, in what way would the property be secured to his heirs?—In the way that any property is that any man owns as freehold in this country. It is freehold property.

9951. You would probably rely on the likelihood of his successor purchasing it?—No; we should rely on the fact that it might be so, but we should also rely on the fact that we command the market, that if he will not let it to us as a boarding house, we can throw it out of gear at once, and he cannot get anything like the same rent for it. That is what we rely on. In other words, if without capital, unhelped, and very much opposed, we have been able successfully to go up-hill from one house and 25 boys to our present position, we are not afraid, now we are successful, about our houses.

9952. But, then, supposing it was necessary to appoint a successor to yourself, would there be any obligation imposed upon your successor

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to succeed to any property that you had established there, or would it be simply at his own option?—It would be at his own option entirely, but he would throw his school and his own income immensely lower than it otherwise would be if he did not do so; and that again is an object.

9953. Is any physical science taught in this school?—No, I cannot say that there is. We have a man who can teach it, but he has no pupils. We teach a little chemistry.

9954. I presume you have had no experience in the teaching of physical science, so as to form an opinion as to its value as an educational means?—Not the least as to physical science, but I should rank it with other subjects, with the other extras, as valuable in its place. I have a strong opinion on that subject.

9955. Have you any objection to state your opinion?—Not the least. I have a strong opinion that the more subjects well taught you can allow boys to choose from as single extras the better, but if you once make them form part of your main curriculum you damage the school exceedingly.

9956. Then you would not encourage the notion of making physical science under any circumstances the main subject?—No, I should not, if by "main subject" is meant compelling every boy to do it, which is what I mean when I use the words "main subject."

9957. Can you conceive it possible that a school might be constituted of a class of boys whose mental peculiarities were more adapted to the study of physical science than to the classics and that under these circumstances it might be safe and advisable to make physical science a main subject?—I think that question would be answered by the statement I before made about the founding of other schools. I think it would then open a wide field as to what should be the main subject of these other schools. My opinion would be, if it were possible to found a sufficient number of them, that the main subjects ought to vary, in a certain number of them, at all events so as to give the same sort of choice to professional people in those schools that we give to boys in extras in our schools. As far as my experience goes the average will do fairly well anything which is taught well, and have very little aptitude for one thing more than another. What are called very stupid boys will get on very well if you do not leave them to pick up what they can, but really teach them.

9958. (*Mr. Acland.*) Speaking of these different subjects do you think that the same spirit of liberal education is possible with other subjects besides those which are usually called the subjects of grammar schools?—I do not know any subject except as a smatterer besides my own, but having made that statement I may say that my own impression is very strong that there is no subject so well calculated to train the mind as classics and mathematics.

9959. What I mean is, supposing some of these schools were founded in which other subjects than those of Latin and Greek were made the primary subjects, do you think it would be possible to infuse the spirit which you have endeavoured to infuse into your boys into the boys of such a school, or do you think it depends on the particular subject?—No, I do not. I believe that a good teacher would carry his class with him, and if they are stupid fellows he will make them learn any one subject as well as they learn anything, and learn it on the whole well. That is my experience. It is very rare indeed that there is such a deficiency of intellect in a boy, that, with careful teaching, if he is willing, he cannot learn, as it is called, well.

9960. You mentioned several subjects which were introduced for

the purpose of interesting boys who do not show capability for the full benefit of classical teaching. Would you state all the subjects which you so use?—They have drawing, painting, English lectures, German, chemistry, and physics. We have a natural science class, but it is on paper. It can be taught, but nobody will learn it. Then there is French, music, chemistry, and we have a lecturer in botany, a gymnasium, and fencing, and there is the teaching of turning and carpentry.

9961. Is the carpentry much used?—Very much. A third of the school learn carpentry, at all events they go into the room.

9962. With regard to those other subjects, it is not for want of any encouragement on your part, but simply that opening those subjects to the boys they are not chosen?—Yes. I took great pains about the botany. I went the length of going out myself a good deal with the the one or two I got to join, but nobody would come.

9963. What was the reason of that?—They have plenty to do, and they do not care for it.

9964. At other times they like their games better?—All these subjects are done in what to a certain extent is play time. Our actual school time is comparatively short. As at Eton, we only give results in school, and therefore there are a considerable number of hours in the day during which boys do what they please. In playhours the extras are done.

9965. Then in point of fact you find that for some of those extras the boys are thoroughly willing to come, and for others they are not?—Yes.

9966. Will you clearly point out the distinction between what they are willing to come for and what they are not willing to come for?—There are a fair number for drawing, a fair number for German, a moderate chemical class, a large number for French; their parents like that; a large number for music, a large number for the gymnasium and fencing, and a large number for the carpentry.

9967. Are those subjects nearly on an equal footing as to payment?—No.

9968. Is there any circumstance of a pecuniary kind tending to favour one more than another?—There are circumstances of a pecuniary kind that tend to favour one more than another. Turning and carpentry, the gymnasium and fencing, also singing, apart from instrumental music, are favoured pecuniarily.

9969. To what extent?—Turning and carpentry is thirty shillings a year, against eight guineas.

9970. What is the eight guineas for?—Drawing, German, chemistry, French, and music.

9971. Do you think that the pecuniary question is or is not very influential in the matter?—I should say not. It does not seem at all to affect the numbers. Whether it does in private or not I do not know, but we have quite as many as we want or care to have; in some instances more. I want to check the instrumental music.

9972. You said just now that you would wish to see a second kind of school established; what classes do you think would chiefly benefit by that?—I think what are ordinarily called the middle classes would benefit by it. In fact, to put it briefly, all persons who have to begin professional life very early would benefit by it.

9973. Do you mean professional life as distinguished from trade, or do you mean to include both?—No. By professional life I mean those who have to leave their education and launch early into life.

9974. At what age?—I should call it early at 15.

9975. How many learn French?—About 80 I think.

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9976. Would you point out in so much detail as you may think desirable the kind of curriculum which you would yourself suggest for a school for persons likely to enter business at about 15?—As far as I have turned my thoughts to the matter, I should think that two good subjects (mathematics in some form or another I should always make one) should form the main curriculum, and that two-thirds of the time should be given to them; and one-third of the time I should give to Latin.

9977. You have yourself, I think, turned your own attention to the teaching of English grammar?—Yes.

9978. Are you of opinion that English grammar might be made an important element in education as distinguished from Latin?—I think if you can get any one who understands it, which is not easy, you may make English grammar as complete a training as you can any other grammar, even Latin grammar. The difficulty is that there is more, not uncertainty perhaps, but more variety and difficulty in the mood constructions, which makes it awkward for boys. It is not so plain, but otherwise, if you give the time and the patience, and understand it, it may be worked as completely as Euclid, I think.

9979. Supposing that mathematics and French ordinarily entered into the curriculum of such a school as you speak of, would you also have English language in some form or other?—I should consider that no language was taught as a language ought to be taught which had not English worked into it *pari passu*. I hold the same opinion with the Latin and Greek. We perpetually do half-English every lesson we do, because we force the boys to give the corresponding expressions.

9980. If I understand you right, in what may be called a middle class school of the second grade, you would give the first place to mathematics, the second to some modern treatment of language, and the third to Latin?—The second to a modern subject, because in some instances I think that physical science in its various branches is absolutely necessary to boys.

9981. Should you think it desirable in any case to drop literary cultivation altogether in such a school?—Not unless you absolutely put out of sight the training part of education. I can conceive getting lower, when the time that can be given is so short that you must directly ram as much knowledge into them for their after-life as you can.

9982. Have you ever considered the question of the use of English poetry as an instrument of training?—That comes under your question about English grammar. If English grammar can be taught, as I believe it can, as completely as any grammar in the world, then a large element, the basis of the teaching, will naturally be English poetry, as poetry is the easiest and most concise form in which grammar can be put.

9983. With respect to Latin, under the circumstances in which it is tacked on, I wish to know whether you would teach that tacked-on Latin exactly in the same way as you teach Latin in a school in which you were preparing boys for the Universities, or whether you would in any degree modify it?—If I had to teach any language where I wanted to gain time, during all the early and some of the after part, as soon as the boys knew their forms of words and so on fairly, I should in the case of at least two-thirds of the work construe it to them first, and then they should be made to learn it and produce it afterwards. In my upper class every week for about three quarters of an hour I construe to them.

9984. If I understand you, you would think it possible and desirable

in using Latin as a secondary and subordinate subject, to give it a more direct bearing on modern ideas, than on simple scholarship at the Universities, in the case in which it was a subordinate and tacked-on subject?—I suppose it would be generally said so, but I should consider that such a way of teaching Latin, if one could find men to do it, was the best way of teaching Latin. I do not do it myself, because I must work with the tools I have, and it is dangerous to alter old methods in common subjects. *Rev. E. Thring, M.A.* 14th Nov. 1865.

9985. Do you think that the present influences acting on classical education are thoroughly satisfactory, or would you wish in any degree to modify the ordinary mode of teaching Latin in our public schools?—No; far from it, for one thing, as far as my recollection goes, I think much more English is required to be worked into the public schools. I have found it so throughout. We teach English throughout the school in various forms, and I hold that the very highest results have been attained in a great degree by it, and that the average performance has been immensely bettered.

9986. You attach a great of importance to English composition throughout your school?—I do.

9987. Do you attach great importance to interesting boys in their work, or do you rather look to authority to produce hard work?—If it is asked with the ordinary idea of making the thing easy, and so on, I am no believer in making things easy in the least; but if you mean that a man ought to throw living power into his work, and in that way make it easy, I think he ought to do so, and he is a bad teacher if he does not do so.

9988. With regard to the government of these schools, you have some experience, it appears, with two schools under one common trust; supposing that the result of any measures which may be consequent on the inquiry now going on should be, as has been suggested, the grouping together of various endowments within a certain area, with a view to meet the wants of different classes; should you see any great inconvenience in a general board having more than one kind of school under its management?—I should not like it at all myself, because I believe that the effect would be that they would not be sufficiently interested in individual schools, and that the division of responsibility is so great that it amounts to nobody being responsible at all to a great extent.

9989. Do you attach a great deal of importance to the *esprit de corps* pervading the trustees as well as the masters and scholars?—Yes.

9990. Supposing that it should be desirable to re-cast a good many of the endowments within a given county; can you suggest any means by which it would be most easy to give facilities for that; or have you not considered the question?—No; I have not considered the question, excepting in the form, that if they are to continue classical schools, I think there is only one way of doing it, that you must make all the small foundations preparatory schools and limit the age. As soon as you limit the age you get a much less expensive machinery, less complicated, and in every respect more workable.

9991. Supposing all these small endowments to be converted into preparatory schools, should you think that in that case it would be very undesirable to have one general controlling authority for a certain district over these schools?—If the authority had considerable power of change, and so on, I should say yes.

9992. Would there not be considerable difficulty in securing the best advantage to be derived from these foundations, if every one had its own separate little trust and there were no means of mutual arrange-

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ment between them?—Might not that in some degree be met by the appointment of visitors?

9993. As you have mentioned the desirableness of change in the managing board, could you suggest any constitution founded on your own experience, and which you may have met with; any constitution of a trust which you think would be the most desirable for an old classical school where there was an earnest desire to revive it, and to make it as useful an institution for the country as possible?—My own impression would certainly be that such a trust, as a body, should simply be trustees, that is to say, that they should only manage funds and property; but that there should be a responsible person, whether you call him a visitor or not, as head of that trust, who should have the whole responsibility of what was done, even if he was advised by them.

9994. Do you mean that he should have the power of selecting the masters?—A trust ought only to appoint the head master.

9995. You would vest that in one person?—I do not so much mind vesting the appointment of head master in one person. They will do that well enough as a body; but in the case of all matters pertaining to the disposal of funds, and so on, with certain checks, I should like to throw the responsibility on a single person.

9996. If I am not mistaken, the present large school at Uppingham has been entirely created during your occupation of the head mastership from very small beginnings?—Yes.

9997. Will you inform us in what state you found the foundation when you went there?—There was one house, the head master's house, more or less fitted for taking boarders; one master, as I mentioned before, besides the head master, who was paid 120*l.* per annum, and there were 25 boys boarders, and about six or seven day boys.

9998. Will you explain what the class of those 25 boys was?—I think they were chiefly sons of clergymen and professional men; but the tendency has certainly rather been to bring a higher class of boys as the school has got more known, without, I think, cutting off the others. We have a fair number of the old kind.

9999. What has been done at Uppingham has not been due to any great advantages of wealthy endowments; it has been solely due, if I do not misunderstand, to your taking the advantages of a small endowment with a trust from which you have not received any remarkable assistance, and it has been the energetic expansion of an old endowment?—Exactly.

10,000. Do you see any circumstances connected with the constitution or the property or the trust management of Uppingham, pointing out any reason why what has been done at Uppingham should not be done elsewhere?—Provided the town is not large and the house is fairly good, there is no reason why it should not be done anywhere.

10,001. Why is the smallness of the town very important?—It is partly of importance on account of the situation of buildings. I should regard buildings in a town as a serious defect in pushing a school. I should not like to face, indeed I doubt whether with all my feelings about education, I could have faced, an indifferent building in the middle of a town.

10,002. In fact, Uppingham, if I am not mistaken, is very much what Harrow is, a successful public school built upon a small endowment in almost a country village?—Yes.

10,003. In fact, you do think that that circumstance is no precedent for the improvement of endowed schools in large towns?—Yes, I think not.

10,004. Have you at all turned your attention to the best course to be taken with endowments which are producing very little results in towns?—I never should have a boarding school in a large town, but I would turn the endowments into the very best day education that money could buy or give.

10,005. If you looked forward to the improvement of these foundations, it would take one of two forms, or possibly both,—the improvement of day education in the town or the transfer of part of the property to a better situation, in order to remove the boarders into the country?—Certainly; I could not carry on some of the things which without doubt have contributed largely to the success of the school if we had not such liberty without temptation of an inordinate kind.

10,006. You have heard probably of the recent foundation of several schools set up by individuals for the benefit of their neighbours, and especially for the good of the agricultural class, on the plan which may be generally called the proprietary or share plan, in order to give to the middle portion of the middle class a good and useful, and to a certain extent a liberal education, on terms varying from 25*l.* to 40*l.* a year; have you considered how far the extension of that principle would be desirable with a view to improve the education of the agricultural and trading classes?—I think that unless you can ensure that the proprietary schools shall be much more quiescent in their management than they are likely to be, unless you ensure certainty to masters of not being interfered with in their life-work, and not being compelled to bring out results rapidly, and so on, that the certainty over a given number of years is that they shall deteriorate exceedingly.

10,007. Suppose the case to be, as is the case in the schools to which we refer, that the appointment of the head master is to a certain extent put out of the hands of the shareholders into the hands of independent trustees, and that the master is left to a very great extent free to carry on his own plans?—If he is really left free, and the shareholders cannot exercise sufficient pressure to crush him, supposing he is doing his best under trying circumstances, I do not see why it should not work, but still my own feeling is very strong. I could not work for a body of proprietors as I can for my old foundation; and shareholders cannot be prevented from exercising some pressure.

10,008. Supposing that that plan were not favourably viewed, can you suggest in what way the wants of towns and large rural districts are to be met at the present time where there are no foundations which may be improved?—I should certainly first try whether the shareholders would not give the money. I think with a good system well backed a good deal of money might be got.

10,009. Have you considered the peculiar difficulty in which the agricultural classes, I mean tenant farmers of say about 500*l.* a year, are placed from the circumstance that their residences are very distant from day schools, and that they are also anxious to get their boys early into life, and that they cannot very well afford to send them to expensive boarding schools?—If I had the power I should swamp a great many of the smaller foundations, and turn them into schools for that class. I should found boarding schools if I had the power. There are a great number of foundations in England, their statutes originally more or less making them classical schools, which by no possibility, even by the preparatory school system, will work. I should at once, as far as possible make new foundations of boarding schools for that class out of those endowments in the districts from which the endowments are taken.

10,010. Should you be favourable to some such arrangement as

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this: to vivify, as far as legislation can, one or two good classical grammar schools in every county, or other district of reasonable dimensions, and to take steps to change the smaller foundations into that kind of school in which you would tack on the Latin rather than make Latin the principal?—I should.

10,011. Do you think that affords a real hope for satisfying the reasonable wants of busy people, and still retaining some liberal character in the education of the middle classes?—To the best of my belief there is sufficient to do it.

10,012. I still understand that you are unfavourable to vesting the working out of any such system in any council for the district?—I would rather not, but I am not prepared to say that that may not be ultimately the best way. I have not considered that question sufficiently. I rather give my answer, to tell the truth, with reference to my own position and point of view than to the point of view from which you are now putting it.

10,013. As between the interference of the State and the creation of a mixed local body, which would you prefer for the introduction of such gradual changes into the classical schools and into the proposed more modern schools of which I have been speaking?—This is on a different footing from many things which I have said and which I feel strongly about. Ask that question suddenly, and I answer I would rather have the State.

10,014. (*Dr. Storrar.*) Have you any view as to the advantage or disadvantage of inspection of endowed schools?—On the whole, I am decidedly against the inspection of endowed schools, meaning by endowed schools such endowed schools as send to the Universities. I consider the University acts as their inspectors to a considerable extent.

10,015. But in some of the schools that send a per-centage of their boys to the University, there is a larger proportion who do not go to the University?—Yes.

10,016. Would your objection still hold?—Speaking from my own point of view, yes; because I conceive that if the work is at all favourable, or even if it is not, the tendency of a system of inspection is to come with external ideas into the working of a school, and not to examine according to the powers and working of that school. If we are sure that we have examiners who, if I may use the expression, will work under us, I believe we should all welcome inspection. I should not mind their inspecting every day; but I object exceedingly to a man coming down from the University, or anywhere else, and setting my school an examination totally irrespective of our ways of working, and then giving an *ex officio* decision on it; he being, very likely, as is sometimes the case, not half so well qualified to judge of the state of the school as we are.

10,017. Taking this view of it, that there are a certain number of endowments that are allowed to go very much to waste in consequence of neglect, do you not think that there might be some advantage in such a kind of inspection as would secure efficiency in the school?—I think that there might be a most advantageous inspection of schools, which should leave the internal arrangement, and so on, very much to themselves, and see whether things generally were going on well, which is a very different thing.

10,018. In fact, you would approve of a system of inspection which would go the length of securing that the endowments were not abused?—Most certainly.

10,019. (*Lord Taunton.*) I believe you have taken an active interest

in the local examinations of schools?—Quite at the beginning; I was very much interested in them.

10,020. Have you watched their effect?—As far as reading the general results, I have done so.

10,021. What is your opinion; do you believe that they have been very beneficial?—I believe exceedingly beneficial. I believe they are the greatest educational reality that has been started in my time.

10,022. Do you think the system is capable of any improvement at present?—I am not sufficiently acquainted with it to say.

10,023. Have you sent boys from your own school?—No; not at all.

10,024. (*Mr. Acland.*) You did take an active part, I think, in the consultations which led to the precise form which the examinations took?—Yes.

10,025. (*Lord Taunton.*) Why do you not send boys from your own school?—Because the boys do not want to go. I have one or two boys in the school who have passed the examination. I have one boy in the school who is going in, but we cannot give special training to send them. Ordinary training does fairly enough, it is true, but the class of boy who comes to Uppingham does not generally want to pass that examination.

10,026. (*Lord Lyttelton.*) Most of your boys come with a view to going to the Universities?—Either to the Universities or to higher trade, such as merchants and lawyers; a great many merchants, I think.

10,027. (*Lord Taunton.*) You have said that, on the whole, you consider the effect of these local examinations of the Universities has been beneficial. Do you think there have been any instances of ill effects being produced by inducing masters to devote their attention to picked boys to the neglect of others?—They may have done so, but I do not see that we can take that into consideration; the public must judge of that. On the whole I am convinced it will make a better school.

10,028. You have no doubt on the whole that they have acted beneficially?—I repeat, that they are, I believe the greatest educational reality that has come out in my time.

10,029. Have you turned your attention to the effect of the various competitive examinations as an introduction to the public service?—Yes; to the Indian examination.

10,030. What is your experience on that point?—I think that the examination is conducted on very wrong principles in most important particulars.

10,031. How so?—They allow too many subjects to be taken in, and seem to have no fixed idea of what they want, and they do not give sufficient marks for low mathematics, in my opinion. Mathematics is a subject which of all others is useful wherever you stop. My boys have always told me that it is no good their taking in the mathematics which they know, though we have had what we consider some good school-boy hands.

10,032. (*Mr. Acland.*) To what extent in mathematics?—The upper boys in my school in mathematics tell me that if they were going to try for the Indian Civil Service they must drop mathematics as a subject, as it would not pay, though they have already got a very useful amount of it. I suppose they would know algebra, trigonometry, and a little mechanics, and Euclid.

10,033. (*Lord Taunton.*) Do you give those of your boys who are going to be candidates for the India Civil Service or any other branch of the public service any special training?—We turn on extra subjects

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and in some instances allow them to drop all verse composition, and in one or two instances we have allowed them to drop Greek. I expressed my own opinion on the Greek question earlier, that I did not think it good.

10,034. You think in short it is to some degree a cramming system?—I think to a great degree.

10,035. Do you think that has a bad effect on the boys?—I think a very bad effect. It does not produce a very bad effect on our boys, simply because we do not do it, but it lessens the number of boys who try from our school. A boy now never goes up from Uppingham straight off to one of these examinations. I think he ought to, though it does not affect our prosperity as a school.

10,036. You mean that they go to an intermediate crammer?—Yes, I think, with our facilities, that an examination ought to be such as to make it pay for a boy to go up from Uppingham.

10,037. (*Sir Stafford Northcote.*) Do you apply that to other examinations except the Indian?—I have no experience of the others. The Indian examination I know, because nearly every year we have some candidate going in.

10,038. Do boys ever go in for Woolwich from Uppingham?—Yes; in one instance only have they gone direct. I have a boy just going in for the next examination who has only left us two or three months, but I do not know so much about those examinations. The common Army examinations we do with ease, and the Artillery examinations we might fairly meet.

10,039. (*Mr. Acland.*) How is the Artillery examination distinguished from the Woolwich examination?—It is not quite so severe an examination I believe; but I am very likely confounding it with some other examination.

10,039*a*. (Afterwards the question was asked), What necessity led to the change in Uppingham school?—The necessity was this. There were 25 boarders in the school, and six or seven day boys; the school would have been considered prosperous, I believe, with 50 boys in it. This is not too large a number for two or three classes, if they had been fairly equal in age or attainments. But the statutes of the school compel the head master to send exhibitioners to the Universities, compel him, that is, to keep boys at the school up to the age of 18 or 19; whilst only 120*l*. per annum is paid to provide assistant masters. This means that a school of 25 or 30 boys, as the ages range from 10 to 19, requires to be divided into almost as many classes as a school of 250 or 300, for there is the same inequality of knowledge in its component parts, and therefore requires as many masters to teach it properly. This means that the boys *cannot be taught properly* by one master with only 120*l*. at his disposal. No school under such circumstances is well worked, for it is work without tools. This drove me to look for a remedy. The simplest remedy would have been to limit the age of the boys at the school to 13 years, as by so doing the number of classes would be lessened, and the necessity of providing many masters done away with. But the statutes forbade this. I could not send away the boys at 13 years of age. There was only one other plan, the one which was adopted. My own income depended on boarders, in other words, the boarders paid almost all the expense of maintaining the school at Uppingham and its teaching, whilst the foundation only gave the exhibitions at the Universities which attracted the boarders. But if this supported a head master, it might support assistant masters with a good system. The plan was tried, and in time succeeded. Boarding houses were established, and masters provided by degrees,

and a large self-supporting school created out of a very small annual income from the foundation funds. Even the boarding houses in this case were built without any aid whatever from the foundation. These principles are of universal application. Wherever a foundation can supply boarding houses, and a small annual income for exhibitions to attract boarders, a large self-supporting school can be established, which shall entirely maintain itself in an efficient working state out of its own earnings. If the age of the boarders is limited, the question is easier still, fewer classes are wanted, and less expensive machinery. In the case of the University schools, that is, schools preparing for the University, the exhibitions ought to be to any College. In the case of preparatory schools to any University school the parents may select. In the case of lower schools they should be devoted to apprenticeships, or to giving the boys a start in life in any honest way. Some scholarships can be founded for boys at the school by requiring each house master to take one boy free, or nearly free, as a scholar. The scholarship to be won in an open examination. By these means a small foundation can be made to do thoroughly efficient work on a large scale. Wherever there is foundation enough to attract boarders, there is foundation enough to have a good self-supporting school, if the other circumstances are favourable.

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Adjourned.

Wednesday, 15th November 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART., M.P.
Rev. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Rev. HENRY TWELLS, M.A., called in and examined.

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10,040. (*Lord Taunton.*) You are a master of arts of the University of Cambridge?—I am.

10,041. I believe you are the head master of the Godolphin school at Hammersmith?—I am.

10,042. How long have you held that situation?—For nine years; I was the first head master.

10,043. The Godolphin school, I believe, is a school of recent establishment in its present form, but engrafted upon an old foundation?—It was never established until nine years ago.

10,044. Will you have the kindness to state the circumstances under which that school was established?—At the beginning of the last century Mr. William Godolphin, who, I believe, was a gentleman of Wiltshire, but also connected by property with London, by his will founded a school at Salisbury, for the daughters of decayed gentlemen. They were to receive a thoroughly good education, and to be boarded as well as educated. That school, I believe, exists at the present day very much as he founded it.

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10,045. At Salisbury?—At Salisbury. But there was another clause in his will, which devotes another portion of his property to other charitable and educational purposes. I am sorry that I cannot give you the precise wording of that clause because I have never seen it, but it was under that clause that ten years ago the Court of Chancery drew out a scheme for the foundation and management of our school.

10,046. It appears that these were two separate bequests?—Two separate bequests in the same will, I believe.

10,047. In the second bequest was any locality pointed out?—No locality was pointed out; but when the Court of Chancery came to lay down the scheme for the school they decided that it should be established at some convenient spot in the county of Middlesex, I suppose owing to the former connexion of Mr. Wm. Godolphin with Middlesex.

10,048. In consequence of this your school was established?—Yes; nine years ago.

10,049. What is the income derived from endowments for the purposes of your school?—When our trustees entered upon the school 10 years ago, I believe they found that they had an endowment at their disposal of about 450*l.* a year, and accumulations of about 4,000*l.* They have since spent the 4,000*l.* upon our new buildings, and besides that they have borrowed several thousand pounds more,—I rather think about 4,000*l.* more,—to complete these buildings.

10,050. I suppose they purchased the land?—They purchased the land. Our present position therefore is that we have an endowment of 450*l.* a year, but some considerable portion of this has to be expended every year in paying back what we have borrowed on a terminable annuity.

10,051. You have now the land for your buildings and a clear net income of—how much?—450*l.* a year, minus the amount we have to pay by way of annuity.

10,052. How is your trust composed?—The trust was originally named by the Court of Chancery, in the first scheme issued. Since then the vacancies have been filled up by the Court of Chancery at the recommendation of the existing trustees.

10,053. How are the masters appointed?—The head and second masters are appointed rather peculiarly, not by the trustees but by the heirs-at-law of the founder.

10,054. Who are the present representatives of the founder?—The present representatives of the founder are Mr. Godolphin Biggs, a gentleman of Wiltshire, and a lady, Miss Cobbe.

10,055. In the scheme is there any attempt made to define the class of boys to whom it is wished to give the benefit of instruction in this school?—Not at all; further than that it defines the education to be given. It says, "The education must be in the principles of the "Christian religion according to the doctrines of the Church of England, "in the Greek, Latin, and French languages, mathematics, algebra, "arithmetic, general English literature and composition, sacred and "secular history, geography, reading, writing, and such other foreign "languages and subjects as the trustees may from time to time agree "upon."

10,056. There is nothing in that to prevent the school being made principally available for the sons of professional men or for the sons of tradesmen or skilled artisans, or in short any other class of the community who wish to send their children?—It is open to all.

10,057. There is no provision made that the instruction should be such as should necessarily suit one class more than another?—No.

10,058. Practically, how is the school worked? Do you give the

same sort of instruction to all who come to your school, or do you divide them into classes according to their destinations in life, and endeavour to give what is called a liberal education to one class, and what has been called a more modern and useful education to the lower class?—According to the general routine of the school, it consists, as many schools do, of six forms, three of which are subdivided. Boys are mainly classed according to their knowledge of classics: but there is a particular point in the school, after the second form, where it branches off into two divisions, and it is optional for any parent to pass his sons into what we call the modern department, or remove, in which they still do a little Latin, but throw Greek overboard altogether, and learn more French, mathematics, arithmetic, and book-keeping.

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10,059. I think your school contains both boarders and day scholars?—Both boarders and day scholars.

10,060. In what proportions?—I think there are now about 55 boarders, and about from 125 to 130 day scholars. I think we have about 185 altogether.

10,061. Are your premises capable of receiving more boarders?—No; out of those 55 boarders, 40 are in my own house, and my own house is now quite full. It could not well hold more than 40.

10,062. What, may I ask, is the expense of board and tuition to a boy?—The capitation fee for the entire school, except for the boys on the foundation, is 10*l.* per annum. That is paid by day boys and boarders alike. Then for boarding, I charge in my own house 45*l.*, which with the 10*l.* capitation fee makes 55*l.*; and a few extras may bring up the entire expense to 60*l.* The other boarding-house is a little cheaper.

10,063. From what class of society do your boarders chiefly come?—They are mostly the children of clergy, professional men, and people of a similar standing.

10,064. Does 10*l.* include the whole expense for a day scholar?—The whole of the regular routine of instruction. It includes Greek, Latin, mathematics, French, and an English education. If anything is taught over and above the regular routine by the occasional masters, then there is an extra charge. For instance, German is an extra charge, and so is drawing.

10,065. I believe the part where you are is densely peopled?—Just where we are is not very thickly peopled, but there is no question that it will be in the course of a few years. Terraces are springing up very fast, but we draw our boys from a radius of perhaps two or three miles.

10,066. I am speaking of the day boys?—Yes.

10,067. Do your day boys come from a different class of life generally to that from which your boarders come?—Not generally. Of course there are some of the day boys who are of a different class of life from the boarders; but, to define the various classes to which our day scholars belong, I should say we have the children of some of independent means; we have the children of professional men, clergymen, doctors, lawyers, and so forth; and we have the children of a number of gentlemen who have some occupation or other in the city, and whose private residences are in our immediate neighbourhood. These last embrace various subdivisions. One man may live in a large sized house or villa, and another in a small one. Lastly, we have the children of some few shopkeepers, but not many of them.

10,068. I think you stated that some boys were what you called on the foundation; in what condition are they as to payments. I presume they receive the same education as the others?—They receive exactly

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the same education, but pay nothing whatever. There are 30 boys nominated on the foundation who receive their education perfectly gratuitously.

10,069. Are they boarders or day boys?—They are mostly day boys. In the case of some few of those on the foundation, their parents have made an arrangement either with myself or another master who keeps a boarding house for their board; but generally speaking they are day boys.

10,070. Do you think the system of having a certain number of boys who pay absolutely nothing a good one?—I think it is, because it meets particular cases. I believe the majority of the boys on the foundation are orphans. Very often they are the orphan children of clergymen or professional men, whose widows have been left with scarcely any income, and I think it is a very great charity for them to be on the foundation, and to pay nothing.

10,071. Who appoints those boys?—They are appointed by the patrons, the heirs-at-law of the founder, who appoint also the head master and second master. They nominate 15 boys each.

10,072. Are they chiefly boys in the neighbourhood?—They are mostly boys in the neighbourhood. Some boys have been appointed from a distance, and then of course their parents are obliged to make some arrangement for their board.

10,073. Is it a very convenient arrangement that the patrons, living in Wiltshire, should make this selection in the neighbourhood of your school, a neighbourhood with which they are not themselves personally connected, and have not therefore the best means of judging who are the fittest objects of the charity?—One of the patrons lives in Wiltshire; the other lives in London, and therefore has an opportunity of judging; but practically they very often take my advice in the matter. People come to me and lay a very sorrowful and pitiful case before me, and want to get their boy in. I send the particulars to the patrons, and if I can recommend the case, and there is a vacancy, they generally appoint the boy.

10,074. In short, you do not see any practical inconvenience in the matter?—Not as it is at present, I think.

10,075. With regard to religious opinions, is any line drawn between boys of the Church of England and boys of dissenting parents?—The doctrines of the Church of England are to be taught in the school, but there is the usual clause (which, I believe, is generally called the conscience clause) that the children of dissenters are to be admissible and that, representation being made to the head master, care is to be taken to respect the religious opinions of the parents or friends of such scholars.

10,076. You find all that works very smoothly?—Yes; I do not think that on the whole it works badly. We do not teach the children of dissenters, or one or two Roman Catholic children whom we have, any of the formularies of the Church of England.

10,077. Do you believe that this arrangement affects the general moral or religious tone of the boys?—I think not, on the whole. If I have any hesitation in answering, it is owing to this; of course, in an arrangement of this sort, you will naturally understand that masters have a greater indisposition than they otherwise would have to teach particular lessons involving the formularies of the Church of England. There is some little inconvenience in a number of boys in each class being excused a particular lesson, and in being set to work at some other lesson. The effect of that is that masters have a natural tendency,

unless it is guarded against, rather to overlook those particular lessons which would involve this particular inconvenience. That was my reason for hesitating. *Rev. H. Twell, M.A.* 15th Nov. 1865.

10,078. (*Lord Lyttelton.*) By the scheme that the children of dissenters are admissible as day scholars, are they not admissible as boarders?—The admission of boarders is a matter entirely in one's own hands. I should decline taking a dissenter into my house as a boarder, because I should not know exactly how to deal with him. All my boarders, of course, go to church. They receive instruction from me as a clergyman out of school, in addition to the in-school instruction, especially on Sundays; and I should prefer not to receive a dissenter, because I should hardly know how to deal with him.

10,079. Do you know from the circumstances of the parents whether they are dissenters, or do you ask the question—with regard to boarders?—If a boarder comes to me I never ask any questions about that. I assume that he is a church boy; but if the parent said, "I am a dissenter, and I object to his going to church," I should say I would rather not take him.

10,080. With regard to the religious teaching, the religious teaching of the day scholars is conducted through the Bible?—Yes.

10,081. With regard to that, you think that there is some danger that not only the words of certain formularies, but the substance of the religious teaching of part of Scripture is endangered in the case of dissenters' children, and through them of the school generally, from the operation of that provision?—Undoubtedly I think that if it were strictly a Church of England school, and only a Church of England school, and the masters were not fettered at all, the general tone of the religious instruction might be more satisfactory than it is; but we have to choose between two evils.

10,082. The parts of Scripture which involve doctrines in which the Church of England differs from dissenters appear to be somewhat in danger of being slurred over?—I think naturally, we should feel fettered in dealing with such passages. If, for instance, I myself were giving a scriptural lesson, and there were certain boys who were dissenters in the class, I would not say things which I might say if I did not know that.

10,083. With regard to the modern department, you omit Greek; do you admit Latin composition?—A little Latin composition, but not much.

10,084. Latin prose?—Latin prose; construing.

10,085. Do they write Latin prose composition?—Yes, they write exercises, but they are very simple exercises. The classics in the modern department are not high.

10,086. Are they original Latin composition or translation?—Translation.

10,087. With regard to the few shopkeepers, whose children you have, are they shopkeepers of a somewhat higher and wealthier class than the average?—Yes; I should say they are.

10,088. What relation has your school to the Universities? Do you often send boys to them?—A few, but not many.

10,089. Can you account for that?—I do not know that I can account for it. We do send a few most years, but not many.

10,090. You say you do not send many to the Universities; how many do you think have gone to them since you have had the school?—I do not know whether more than a dozen or so have gone.

10,091. Have you any of the ordinary inducements to boys to prepare for the Universities; any scholarships or exhibitions?—No, we have no scholarships or exhibitions at all; that is certainly one reason.

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10,092. [illegible] that point ever been brought before the notice of the governors?—It has, and we should be very glad to get the exhibitions, if we knew where to get them from.

10,093. Is it because of the burden on the finances of the school that they are not able to found anything of that sort?—Clearly their present financial position would not at all enable them to do it.

10,094. (*Mr. Acland.*) Should you think it a desirable arrangement to make a slight increase on the general school fee, and to apply a portion of the endowment to the foundation of exhibitions?—I should prefer the capitation fee remaining as it is; at 10*l.* a year. If exhibitions were founded, I would rather they were founded in an independent manner.

10,095. My question is rather this; it has been suggested sometimes that endowments are really not used in the most advantageous way when they are simply spent in paying a portion of the salary of the masters, and therefore indirectly lowering the school fees to the whole body, that it would be better to employ the endowment in some degree in the way of promoting the standard of the education by founding exhibitions, and I meant to ask your opinion on that subject?—I should be very glad indeed to have exhibitions founded, only I rather doubt the expediency of raising the capitation fee.

10,096. (*Lord Lyttelton.*) Is there any rule in the scheme, or have you any regular practice, as to the second master and the master of the modern department, and one or more of the assistant masters, being University men?—I do not think the scheme does lay down anything of the sort; as a matter of fact they are university men, but I think it is only the head master who by the scheme is required to be a university man.

10,097. Is the head master required to be a clergyman?—I do not think he is.

10,098. Have you the appointment of the under-masters?—The trustees nominally appoint, but practically they are always very willing to take my recommendation.

10,099. Is it your wish that the second master shall always be a clergyman?—I should prefer his being a clergyman; he is a clergyman at the present time.

10,100. (*Mr. Acland.*) Perhaps you will tell us a little more about the capitation fee. We have been told that 18*l.* or 20*l.* is a very common rate of payment, and it is in fact paid at the University and King's College schools by the upper professional classes; do you think it impossible to get more than 10*l.* for such a high education as you give?—I should think it not at all impossible that it might be done at some future time; at present I do not think it would be expedient to do it. I should mention that when the scheme was originally issued, the capitation fee was fixed at only 6*l.*; it was subsequently raised to 8*l.*, and again raised to 10*l.* I do not think it would do to raise it again, at all events at present.

10,101. Is it fixed, or is it in the discretion of the trustees to charge a sum not exceeding 10*l.*?—They cannot charge a sum exceeding 10*l.*; they might charge lower.

10,102. Then supposing the reputation of the school to rise, which it probably may be expected to do, do you think it would then be inexpedient gradually to raise the charge, and so to found exhibitions?—The view entertained by many people is that where there is a foundation school, some advantage ought to be got from the endowment, and that the same education ought to be obtained at somewhat less terms than at schools which have no foundation.

10,103. Do you modify your education much to meet the wants of those who are going into what are called the more practical branches of life, and who have no idea of the higher professional or university life?—We only modify it so far as regards the special modern department.

10,104. Will you state in what respect exactly it deviates from the general education?—If a boy went on in the classical school, he would be taught Greek as well as Latin; if he passes into the modern department he is not taught Greek at all, and the number of Latin lessons is comparatively small. I suppose in the modern department they do not spend one-third of their time over classics, and so get more for French and mathematics.

10,105. How many boys have you in the modern department?—From 30 to 35.

10,106. Do you find any difference in the intellectual capacity of the modern department, as compared with the other department?—I think that generally they rather consist of slower boys than in the other department, because it often happens that they have been moved into it for the very reason that they have grown up to be 14 or 15 without making much progress in classics.

10,107. Do you carry mathematics to any great extent in either of your departments?—Not to a very great extent. I may mention this as an exemplification of my last answer, that although the sixth form spend very much less time in mathematics than the modern department do, yet when an examination comes, the chances are that the first prize is won by a sixth form boy.

10,108. Have you any experience in your school of the teaching of physical science?—No, I have not.

10,109. I think you have sent in boys for several competitive examinations, have you not?—We very frequently send in boys for Government competitive examinations, that is, the ordinary examinations for Government appointments.

10,110. Do you carry the preparation on to the last, or do the boys occasionally leave you for special preparation?—Sometimes one and sometimes the other. Sometimes boys have left, and have had a special master in particular subjects for a few months, at other times they have passed straight from us.

10,111. Have you prepared any for the India examinations?—Never specially; one boy, the son of a shop-keeper in our neighbourhood, who was with us for four or five years, has won one of the Indian Civil Service appointments during the present year, but he went for a few years in the interval to King's College.

10,112. Do you send any in for the University local examinations?—We do, frequently. We do not press boys to go in; if any boys wish to go in they do.

10,113. What is the largest number you have ever sent in?—I think we have never sent in more than ten. We once passed seven Associates of Arts.

10,114. What is your experience of the effect of those examinations on the whole; is it satisfactory or not?—I should say decidedly so.

10,115. Will you explain that a little more?—I think it gives boys something to work for. If boys have no University or other examination immediately ahead of them, and no particular point to work for, they are apt to get sluggish; on the other hand, if it is determined that next time they go in to the Oxford examination, it gives them something to do, and they do it.

10,116. Have you ever found that the concentration of efforts in

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those examinations clashes inconveniently with the work of your own school?—I think not; we do not lay ourselves out for them; we do not set aside the routine of the school for the sake of these examinations. Practically, when Christmas comes, I take the names of those who wish to go in, and I devote a couple of hours for one evening a week to them in their special subjects.

10,117. Do you find then that the general education of your own school is tolerably fairly tested by these examinations?—I think it is.

10,118. Have you been in the habit of sending in boys either for the Artillery examination or of the Direct Commissions examinations?—Yes, some few have passed.

10,119. And without special preparation?—And without special preparation.

10,120. Have you found that the effect of the Woolwich examinations is to overstrain boys?—At the Woolwich examination the standard is certainly high.

10,121. (*Dr. Storrar.*) Have any of your boys gone up to the Matriculation examination of the University of London?—Yes, we had one within the last twelve months, and he gained the principal distinction they had to give.

10,122. Was he prepared entirely by yourself?—Entirely.

10,123. Is there any limit to the number of boys in the school?—Only the size of the school-room.

10,124. Is it full now?—It may be said to be full now; there is nominally room for 200; at present we have 185, but I do not know where we should put the other 15 if we had them.

10,125. Would there be any hindrance to any person opening a boarding house in Hammersmith, and sending boys with the day school capitation fee to the school?—I suppose it would be at the option of the head master whether he liked to admit such boys.

10,126. What is the extreme point of distance from which boys come to the school?—I should say 2½ miles.

10,127. Do any avail themselves of the railway?—Yes, from Notting Hill and Bayswater.

10,128. (*Lord Taunton.*) Your school from the nature of the instruction given appears to provide very effectually, as far as it goes, for certain classes of the community in what is called the middle rank of society, but I should be glad to know what means there are, as far as you have observed, for the sons of small tradesmen and for the sons of skilled mechanics about you, obtaining an education suitable for their prospects and condition in life?—I think our school has supplied (at least I hope it has) a certain want, but there does seem to me another want in our neighbourhood, and I am afraid in a great many neighbourhoods, which is not supplied, that is for the class of boys between those in our school and the National schools. There really is no good education for such children at all.

10,129. Have you at all turned your mind to the means by which you think that deficiency might be best supplied?—I think that if anyone could get hold of some such foundation as ours and establish another school for this intermediate class of children, it would be a most admirable thing. Just at this moment in our neighbourhood a benevolent gentleman is giving a large sum of money to establish a foundation school. Unfortunately as I think, he is establishing it for the children of the very poor. I wish he had taken the other line and established it for the class who really seem to me to want it a great deal more.

10,130. Do you not think it would be possible to engraft upon such a foundation as yours the means of educating this class of the community?

—I think if we were in funds it might, but looking at the present state of our funds, I do not see any immediate prospect of it. There is no question that, looking to the education which we already give and the increase of the neighbourhood, we shall have to extend our buildings hereafter for our own purposes, so that I think it is hardly likely that our trustees would feel at liberty to embrace the other subject.

10,131. Do you think that, if the funds were sufficient, there would, in itself, be any objection to an endeavour to unite the education of the children of the rank which go to your school with those of a lower class?—I would rather the school were altogether separate, as a distinct foundation.

10,132. Perhaps you will have the kindness to state the reasons which induce you to form that opinion?—I think in the first place that our premises, although very admirable for what we do now and what we are likely to do, are hardly large enough and considerable enough to embrace an entirely new object of that sort; and then I think that there would be decidedly some objection on the part of the parents of the class of boys which we take mingling in a promiscuous manner with the children of a lower class.

10,133. (*Mr. Acland.*) Have you had any opportunity of knowing anything of the education given in the practising school attached to St. Mark's training college?—Merely that we have had one or two boys who have come to us from there.

10,134. Have they been apparently well trained?—Very well trained; they had given them a very good plain education.

10,135. Is that in any degree the kind of education which you think is suited to the class below your school and above the national school?—I should think very much the sort of education.

10,136. Do you know the rates of charge?—I do not.

10,137. (*Lord Taunton.*) What sum do you think a skilled mechanic or a small tradesman would be able or willing to give for the education of his son at a day school?—I should think that a capitation fee of 6*l.* or so would meet the case.

10,138. That is probably higher in the neighbourhood of London than you would fix throughout the country generally?—Yes, I should fix it lower throughout the country, but really, in our neighbourhood, I should think that 6*l.* might be generally paid.

10,139. (*Mr. Acland.*) Would that cover the ground between the upper class and the National or British and Foreign schools?—There might possibly be a gradation; you might charge 6*l.* for some classes and 4*l.* for others.

10,140. Do you think that a school between yours and the British and Foreign schools might be so arranged as to meet the social feelings of all the intermediate classes between yourselves and the National school?—I should think it might.

10,141. What variation from your own curriculum do you think would, on the whole, be best suited to that class?—I should be disposed to ignore classics almost, if not entirely. I should think it is a mistake in establishing schools for children of that rank, to introduce classics; if they are introduced, the almost invariable effect is, that the school is gradually forced up into a school for children of another rank.

10,142. (*Lord Taunton.*) By classics, do you mean even the Latin language?—Yes; I doubt even the expediency of teaching them Latin. I had much rather they received a good English education, and if anything else were added it should be French.

10,143. (*Mr. Acland.*) And mathematics of course?—And mathematics; but if you once introduce classics into a school, and get graduates

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to teach it, there is such a tendency in the school to force itself out of the original intention.

10,144. Have you turned your attention at all to what is called by some people "Technical education," that is, to giving education or training for particular branches of industry?—I think it is very seldom indeed that parents decide what is to become of a boy till he is 15 or 16, and therefore all we can do is to give him a thoroughly good general education, according to his rank in life, up to that time, that he may have the powers and capacity of turning his attention to anything.

10,145. You would therefore be averse to the introduction of anything like "Technical education" into any school at an age below 15?—I think I should. I should give them a general education up to that point.

10,146. You mentioned book-keeping in your own school; what is your own opinion of the teaching of book-keeping; is it done merely to meet the views or prejudices of parents, or is it that you really think it desirable to teach it?—It is done because some of the boys in the modern department are going to be clerks in merchants' offices, and we think it just as well to give them some idea before they go as to how to keep books. Not very much time is expended on it, but still it is taught.

10,147. (*Sir Stafford Northcote.*) Which do you consider, as a general rule, the more profitable way of applying an endowment,—by giving gratuitous education to a few boys, or by giving exhibitions open to competition amongst a large number of boys?—Both are useful; but, in the case of our own school, I rather like the system of the 30 boys receiving a free education. I should be sorry to see that abolished, even if an exhibition or two were founded. I think it is so very useful to meet particular cases of distress.

10,148. You would give those to be filled up by selection, and would not throw them open to competition?—Certainly by selection. If they were filled up by a competitive examination they would get quite into a wrong class.

10,149. (*Lord Taunton.*) I believe those boys are not limited to any locality; they may be taken from anywhere?—They may come from anywhere.

10,150. (*Dr. Storrar.*) Are there any private adventure schools in your neighbourhood to meet the requirements of the humbler classes that you have been referring to; those below your school, and above the British and Foreign schools?—There are no considerable ones; private adventures have been entered upon from time to time; but the general result is, that a school, when established, lasts two or three years, and then goes down and disappears. The fact is schoolmasters of that class, generally speaking, are of no very great standing, and have no very great capital; they do not quite offer what is wanted, and people have not confidence in them.

10,151. What is the usual fee that schools of that class demand?—Some have demanded 4*l.* and some 6*l.* a year. I think that has been the general rate round us.

10,152. Do you think it would be an advantage in your neighbourhood to provide, what I may call "school plant," and on the appointment of a schoolmaster of competent ability, by trustees capable of making a judicious selection, to leave that schoolmaster to be paid entirely by the fees which he would be able to get from that class?—I think if such a schoolmaster were really a competent and energetic man, he would be able to carry on such a school very successfully, as far as I can give an opinion.

10,153. So that the mere providing of the plant would be a great temptation to a really competent man to enter upon such a school?—I think it would.

10,154. (*Lord Lyttelton.*) We have been told by several witnesses that book-keeping, in the opinion of the mercantile classes, is much better learned in actual practice, and that there are so many different ways of teaching it, that it does not answer to teach it in school; have you found that feeling among the parents of your children?—No; the fact is we have never paid any very great attention to book-keeping; it may be that the boys of the modern department may bestow an hour a week on it, but not more. It may be considered as a writing and arithmetic lesson.

10,155. (*Dr. Storrar.*) Is there any provision made for the education of girls in day-schools in Hammersmith?—No; beyond the class of the National school children, I think there is very small provision indeed; there may be a few private day-schools, but none of any standing.

10,156. Have you formed any opinion as to the importance of providing a better education for girls of the class that would be above going to a National school?—I think it is almost as important as providing an education for boys; but there are great difficulties in the way. I think there is as great a want of schools for girls of that class as for boys.

10,157. So that in fact you would consider that in that respect there is a deficiency in the scholastic provision in your district?—Decidedly.

10,158. (*Lord Taunton.*) In your school no part of the funds are given for the education of girls?—No; none at all.

10,159. Your founder seems to have had a special regard for that sex by leaving a special legacy for the education of girls in Wiltshire; is there any thing in the second part of the bequest limiting the application of the money to the education of boys?—I believe there is nothing limiting it.

10,160. Are there any other suggestions bearing upon the subject of our inquiry which you are disposed to offer to the Commission?—No; I think not.

The Rev. JOSEPH LOYD BRERETON, M.A., Prebendary of Exeter, called in and examined.

10,161. (*Lord Taunton.*) I believe you are a Prebendary of Exeter and Rector of West Buckland in North Devon?—Yes.

10,162. You have taken great interest, I believe, in the establishment and conduct of the school at West Buckland, which has attracted a good deal of public attention?—Yes.

10,163. What is your connexion with that school?—My only connexion is as one of the trustees and chairman of the directors.

10,164. You have nothing to do with the tuition?—No, nothing.

10,165. Will you have the kindness to state to the Commission the circumstances under which that school was established?—The school itself was begun in 1858, but it originated, perhaps, in certain conversations and correspondence between myself and the late Lord Fortescue and the present Lord Fortescue, which date back as far as my first connexion with North Devon in 1853. I think that both the late Lord Fortescue and his son from the first concurred very much in certain views that I had formed as to the desirableness of making a special effort to raise the farming class in North Devon, and that it would be possible to establish a system, neither on the one hand dependent on the Government, nor on the other hand distinctly connected with the

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diocese, but yet which should have a public character, and might accordingly be associated with whatever there is of public feeling and interest in that class. The idea of connecting a public system of education with the County was the one which we most talked over together, and I well remember the day when the late Lord Fortescue, who was at that time lord lieutenant of the county, told me that he had given it full consideration, and while at first he had been disposed to support such views as a private individual and a landlord, he had entirely come to wish to give his full encouragement to the plan in his character of lord lieutenant. I think that that decision of the late Lord Fortescue was the foundation stone of the after experiment of a school. It was also proposed to attempt what certainly did not then exist at all, viz., some system of public examinations. The proposal that was made for county examinations was tried on a very limited scale, by the offer of a prize by the present Lord Fortescue, when Lord Ebrington, to farmers' sons, but it was very shortly extended into a larger scheme, and I think, to a certain degree, the present University examinations have satisfactorily filled what then seemed to be a gap. The idea that public examinations alone should be relied upon to give life to the existing middle class schools did not, however, seem to us entirely satisfactory; and in the year 1858, after I, on account of my health, had been absent for a winter, it was proposed to try practically the experiment of a public school. The late Lord Fortescue, then in about the last year of his life, took great interest in it and proposed it publicly to the farmers. The experiment began on a very moderate scale. A head master was engaged before any pupils came. I remember that the first three pupils came from an adjoining village, being farmers' sons, and were lodged in a farmhouse. Within a very few months the numbers increased. We took a small farm of about 20 acres, and I will not be quite positive as to dates, but I think in the course of a year it appeared evident that there was likely to be a school sufficiently large to make it desirable to give it a permanent character. A meeting was therefore held at Castle Hill, at which a certain number of gentlemen of the neighbourhood connected with the county were present, and it was determined to form an association to be called "The Devon County School Association." At the suggestion of the late Duke of Bedford, the limited liability principle was adopted, and the shares were fixed at 25*l.* each, the total capital being 7,500*l.* The memorandum of association pre-supposed that it might include more than one school in the county. We were not prepared to say whether one school would be enough or how many would be desirable. After being for about a year and a half or two years in temporary buildings, the present school building was raised by the company of shareholders. The number at present in the school is 82. I think I may say that the rise has been gradual and steady from the beginning, with only a slight check last year, owing to a fever which caused a temporary stoppage; but the present number is 82, besides day boys. At the beginning of this year there were 62. Our school was built for 100 boys. Practically, the present number fill it; I do not think that we could put in more than 90. I think the architect did not make sufficient allowance for the numbers; probably, floating traditions of two in a bed had still haunted him. I think the very slight addition of a single dormitory would make it a complete and excellent boarding school for 100 boys. When the school began with a small number in the farmhouse, I had no clue to guide me to the expense; but talking to the farmers, I found they would be prepared to board boys of their own class for from about 7*s.* a week as a minimum, up to about 9*s.* a week. When it was begun in a farmhouse

with the bailiff, with an average of about 15 boys, the accounts were kept very carefully, and we found that, including the keep of the bailiff's family, it did not come up to 7*s.* a week. That was used as a gauge of what the average requirements of farmers' sons in Devonshire would be. At times the cost has run up to as much as 10*s.* a week, but for two years we have been working rather within the estimate of 8*s.* a week per head, and 10*s.* a week for the masters. These have supper or something of that sort, and we put a little extra for that. For the present three quarters of a year we have kept within that estimate, and I see no reason whatever for its being exceeded. I think that it is a question of good management entirely, and that the boys have plenty to eat, and every provision for cleanliness that can be desired, for that sum.

10,166. What is the entire sum which that makes as the cost of each boy ?—16*l.* per boy for the board for forty weeks, which is the school term.

10,167. How much must you add for tuition ?—Then as to tuition, from the way in which the school began, we fixed the master's salary at first at 100*l.*, and have since made additions. There are now three masters; I think the directors are unanimous in saying that what they wish is to make the tuition 5*l.* per boy. The head master himself says he thinks that is ample, and that ought to include any charge for books or prizes, not otherwise provided for. At present our charges are 25 guineas for those over 13, and 23 guineas for those under 13, but we probably shall fill the building at 25 guineas. Our calculation would be that the board of the 100 boys would cost 16,00*l.*, the tuition 500*l.*, the repairs, rates, and taxes 125*l.*; that would leave a balance of 400*l.* on a capital of 7,500*l.* (*See* Appendix A.)

10,168. Have you obtained 7,500*l.* by shares ?—No, we have not. The shares that have been taken up have been, I think 5,825*l.* Our actual capital expended has been under 7,000*l.*, but Lord Fortescue has allowed the purchase money of the land to remain on mortgage, and has also made the school a loan of 250*l.* at four per cent., and there has been a fluctuating debt to the bank. We do not charge the parents in advance; and therefore have always required about 300*l.* or 400*l.* in advance during the half-year. If our whole capital, the 7,500*l.*, were taken up it would complete the purchase of the land, pay for the buildings, the furniture, and every possible necessary expense; and there would be, from the boys' payments, a surplus of 400*l.*, or over five per cent. on the capital.

10,169. Were there no private contributions at all to assist you in purchasing the land or making the building originally ?—Originally, when this was first proposed, I did issue a circular that I should not feel warranted in trying it at all without some guarantee, and about 200*l.* was subscribed. Afterwards, when the school took its permanent character, that sum was by the donors left in my hands, with a further sum of 300*l.* for wooden houses, which the late Lord Fortescue also put at my disposal. These sums now form a trust fund for the school. 500*l.* of shares stand in my name, the interest upon them to be paid for scholarships. That is the whole amount of donation that the school originally received.

10,170. It is a sort of endowment ?—Yes, the late Lord Fortescue also gave some shares, and his son, the Hon. John Fortescue, left some shares to the school. The present Duke of Bedford also has recently presented his father's shares to the school; so that there are on the whole about a thousand pounds' worth of shares held in trust. The interest on them, when we pay interest, will be given in scholarships; we have not yet done so, though this year I hope we shall be in a

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position to make a dividend. Hitherto the holders of the shares have given the scholarships; but except to that extent there has been no donation to the school.

10,171. In what relation do the ordinary shareholders stand with regard to the school? Is any interest guaranteed to them?—No, none at all; and there is an understanding among them that they should never divide more than 5 per cent.; that it would not be desirable. Of course that understanding does not bind them legally.

10,172. Do you pay them 5 per cent.?—No; we have not yet divided. Only this week a special report of the directors has been issued, stating the present condition of the school, which I think the Commissioners will find corresponds nearly with what I have just been saying. It states that the expenditure for three quarters of a year has been this:—Upon tuition, 214*l.*; upon board, 763*l.*; on repairs and taxes, 86*l.* Then there have been charged for board and tuition for three quarters of a year, 1,294*l.*; that leaves a balance of 231*l.* 9*s.* 1*d.* to the credit of the school for three quarters of a year. The surplus at that rate for the whole year would be above 300*l.*; and as, in fact, the new boys (from 75 last quarter to 82 this quarter), come in at a higher rate than we had been charging, it will really be more than 300*l.*; but at 300*l.* it will represent more than 4 per cent. upon 7,000*l.* That is the first real surplus that we have had. Last year the accounts were closed with a surplus of 15 shillings to the credit of the school.

10,173. Have the shareholders any preference in the nomination of pupils or otherwise?—No, none at all. This special report of the directors contains a proposal to issue a fresh appeal to the landlords and farmers of the county to take up the unallotted shares, and throwing out the suggestion that it would be desirable to give some preference or nomination to farmers' sons, so as to ensure in future that at least the present proportion of farmers' sons in the school should always have a preference to it. We do not wish it to be exclusively an agricultural school by any means, but it was so decidedly started with the object of benefiting a special class that we think it would be desirable, so far as that could be done without unnecessarily tying up our successors, to give a preference to that class.

10,174. You do not confine your pupils to Devonshire?—No; I should think about half come from Devonshire, and a quarter each from Somerset and Cornwall. The school is near the edge of those two counties. I find that of the existing shareholders, 13 are landlords, 11 farmers, 8 clergy, and 21 are persons whom I cannot describe, but they are generally interested in it; some of them private friends of my own, and one or two professional men, lawyers and others, in the neighbourhood.

10,175. This school appears to have originated from motives of public spirit on your part, and on the part of the late Lord Fortescue and other gentlemen connected with the county. Do you think that, apart from that, there are sufficient inducements for shareholders to become so upon the mere commercial principle?—I own at first my own impression was strongly against the commercial principle; but having been put in the position of the chairman of directors, I have been bound to think strongly of the interests of the shareholders, and my opinion is now that regard to the interests of the shareholders has been one of the most beneficial things to the school; that this state of the finances would never otherwise have been attained. I never should have been able to correct the tendency to abuses in the board and service if I had not been very anxious to show those who had put money in the school wishing to see a return for it, that honestly the prices charged to parents would give them that return. One or two farmers in the neighbour-

hood have said to me, "Mr. Brereton, we should be quite ready to take "shares; not at all wishing for a high interest but for a low interest, "if we found that the money was reasonably safe—that the money "was not sunk, but that it was there for our children." It seemed to me that all depended on this, the question of board; what really was a sufficient sum to board their sons as they themselves would wish, and as generally it would be desirable that they should be boarded. It has been to a certain degree a difficulty and a struggle during these years to check the tendency to abuse; but I am perfectly convinced in my own mind that 16*l.* in Devonshire is enough to cover all reasonable requirements for board.

10,176. And you think you could permanently rely upon all classes of the community uniting in supporting a school of this sort, provided they were secure of a reasonable return for their money, but chiefly from motives of public utility?—I think so. If you take many of the middle classes, of course a 25*l.* share might be a very considerable slice of their capital; still they would like to use that capital in a way beneficial to their own class or neighbourhood if they felt they were not depriving their family of it, and that, should it be required, the shares would be marketable.

10,177. Are the shares transferable?—Yes.

10,178. Under what conditions?—We have simply adopted the rules laid down in the Act of Parliament. We have made no special rule with regard to the transfer of shares.

10,179. Is there no idea of raising the terms for tuition or board in this school?—It is quite true that there has, throughout the time, been a strong impression among some of the shareholders and directors, that we could not do it for this charge, but I believe that now I may say the directors unanimously agree with me in putting out this statement, which says that they see no reason why with a charge of 25 guineas the school should not pay five per cent., and do all that it is at present doing.

10,180. You think there is no danger or disposition of this school taking the course which so many others have done, when it became a good school, viz., becoming more expensive, attracting a higher class of pupils, and gradually merging in a school well adapted for a higher class of society, but not adapted to the wants of the farming class in North Devonshire?—I think there is great danger of that, and I have felt the tendency very strongly, but I believe the true check is to be found in determining beforehand what is a sufficient cost, and keeping it firmly down to that cost. There are many I know in the neighbourhood of North Devon who have said to me that they would gladly pay 35*l.* or 45*l.*, for the tuition they get there if the class of the school was rather raised, requiring no difference in the board, no difference in the education, but simply by the higher rate excluding some of the smaller farmers.

10,181. You think they are deterred by the fact of the class of boys who now come there being a class they do not like their sons to meet?—Yes.

10,182. Should you think that is an effectual guard against that which with reference to the objects for which this school is established must be called an abuse?—I think that is the best protection. Another point certainly is the character of the tuition, and that does not depend on the school at all. It depends on the examining body entirely. With regard to the finances I would say that in this paper the Commissioners will find the total cost from the beginning. There has been no sum sunk which is not here represented. Our capital, now under 7,000*l.*,

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represents the whole sum expended from the beginning of the school. (*See* Appendix B.)

10,183. (*Mr. Acland.*) Are there not two fundamental principles in what is called the Devon County School Association affecting the constitution of the school which it would be worth while to explain, as to the mode in which the master is appointed, and as to the appropriation of any profits on the shares above a certain rate of interest?—I must guard my answer to this extent, that I do not think that they can yet be called fundamental principles, because from the very fact of our having adopted this limited liability association we are only governed by resolutions of shareholders. We do not yet possess a charter; but we unanimously have proceeded upon the principle of having permanent trustees, distinct from, though members of, the directorate of the school, and to those permanent trustees solely we have entrusted the appointment of head masters. The shareholders and the directors do not in any way interfere with the head master. To the head master we entrust the whole tuition of the school and the appointment of the other masters. The shareholders do not propose ever to divide more than five per cent., that is, in other words, ever to charge more to the parents than would produce them five per cent.

10,184. Was it not also intended that if any surplus should accrue over that amount it would in some way or other be given to the benefit of the school, whether in exhibitions or in lowering the charges, as the case may be?—In lowering the charges; I think that is the understanding.

10,185. (*Sir Stafford Northcote.*) That might at any moment be upset by a decision of the directors?—Yes.

10,186. (*Mr. Acland.*) Are not those principles recognised in the Devon County School Association as the basis of union on which other schools may be admitted?—There was a proposal for the admission of other schools, particularly one in East Devon. Those principles were put forward as the basis upon which our school was founded, viz., that we wished it to be so far self-supporting that it should pay an average interest on all the capital; but beyond that no profit should be sought; and that the head master's appointment should be vested in permanent trustees. It was felt, I believe, at that time that we were not sufficiently firmly established ourselves to incorporate other schools with us, but those principles would have been the basis of the union if it could have been carried out.

10,187. In point of fact, another school has been established adopting these two principles as a sort of preliminary institution?—Quite so. I may say it was a perfectly unanimous understanding on the part of the shareholders and directors, that these would be the principles of the school; only we are liable to have them altered, unless we should eventually get some kind of charter.

10,188. (*Lord Taunton.*) Is there any farm attached to your school?—Not attached to the school. There always was the idea that it was desirable to connect a farm with this school. When I first proposed having a self-supporting school for farmers' sons—that is, one that should not receive anything from Government, I was met with the answer that the Devonshire farmers could not possibly afford it; yet it occurred to me that a large number of their sons were actually earning for them good wages on their farms, and I thought it might be practicable to induce them to part with the services of their sons for a year or two, in order that those services might in some way help to support them at school. I found that practically there were several farmers ready to pay the whole cost of the school, and also that they

looked upon the industrial employment of their sons away from home as degrading. It was so connected with reformatories and workhouse schools that they did not like the idea. Therefore I have not been able, and I have not wished, to press the connexion of the farm with the school; but from the first there has been a feeling among one or two of the principal farmers who take part in the school, that it would be very desirable for a farm to be attached to the school to supply it; and to enable those who liked to pay anything extra for learning farming to derive advantage from it; so that they should rather pay for being allowed to work than receive anything for working.

10,189. There is no farm at present in operation?—Not attached to the school; but the school is in possession of ten acres of ground, and has a right to the preemption of the remainder of this farm of about 60 acres. That right was originally proposed by Lord Fortescue some years ago, and is on the point of determining now. It was as much the late Lord Fortescue's wish as my own, that if possible the plan of a farm should have been carried out, and he gave 150*l.* to found a prize for proficiency in practical agriculture, which the school has never made use of.

10,190. (*Sir Stafford Northcote.*) You were speaking of what the farmers of North Devon could pay; are you at all aware what the cost of the son of a farmer at home amounts to?—I fancy you may take it at 7*s.* a week.

10,191. When you spoke of 7*s.* a week you were speaking of the case of a boy boarding at the bailiff's house?—No, I found that practically with the bailiff it did not amount to quite that, but that a farmer was ready to take boys in to live like his own, and a little more comfortably he said, for 7*s.* a week.

10,192. Do you think it a fair inference from what you know, that the cost of a boy at his father's own home, the son of a farmer whose rental is, say 100*l.* a year, is as much as 7*s.* a week?—Yes, I think so.

10,193. (*Lord Taunton.*) Are you led to believe that in point of expense the sum which you charge for board and tuition is a sum that farmers in North Devonshire would be willing and able to pay for the education of their children?—Yes.

10,194. Do you think they could pay more?—A large number could, but a large number could not.

10,195. Do you think if it were above 30*l.* a year it would defeat the objects of your school altogether?—No, I cannot say it would defeat it altogether, but I think it would to a very great extent. I think that a great many who are now enjoying the benefits of the school, would be at least discouraged if not debarred from sending their sons.

10,196. Is 25*l.* a year about the cost which they used to incur in sending their sons to schools which afforded instruction of a much lower description than that which you give?—Yes, 25*l.* a year was about the charge at North Devon boarding schools.

10,197. (*Sir Stafford Northcote.*) How low, measuring by rental, would you put the class of farmers who could afford to give that? Would you say a man renting 100*l.* a year could give it?—Yes, certainly, I have known several parents of boys in the school who did not pay as much as 100*l.* rental.

10,198. (*Lord Taunton.*) Your neighbourhood generally consists of rather small farmers?—Yes, it is a poor neighbourhood certainly.

10,199. Will you have the kindness to tell us the general nature of the instruction given in your school?—I think it is now guided entirely

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by the Oxford and Cambridge examinations. The head master two years ago, after consultation with me, determined to try how many he could send in. I am bound to say for him that he at the time urged that he might lose some credit, that his cleverer boys might not distinguish themselves as much as they would if he confined his preparation for those examinations to them; but he quite agreed with me that it would be very desirable to try whether whole classes could not be sent in. The result is that this week he tells me he has sent in 45 names out of the 92 boys for the Cambridge examination, to be held there in December.

10,200. I believe the pupils of this school have been remarkably successful in those examinations?—Yes, I believe last Christmas they passed more than any other school at the Cambridge examination, and last June for the Oxford examination more than any school, with the exception of two of the larger grammar schools. Of course many schools have gained much more distinction in classes by distinguished boys.

10,201. Do you regard that as a proof of the average education being very successful?—Yes, I think so; and I must say that the interest excited in the school by the Oxford and Cambridge examinations is a growing interest. For two years the school has been made a local centre both for Oxford and Cambridge. We found that we were able to send in enough names to meet the requirements of the Universities. The gain to the parents is that there is no expense added to the University fee, and also that they are not taken away from the school or from home for a whole week; but the remarkable thing is that in no case have any parents objected to paying the additional fee. On the contrary a pressure has been put on the master to send in boys whom he did not think qualified, and to my surprise this pressure has come from those who I should have thought could least afford the extra cost. I think there is a great deal in the fact that they are not taken away from the school to be examined. It is very remarkable in connexion with the school, how glad they all are to pay the additional fee for undergoing this additional examination.

10,202. Speaking of these effects on the education of the middle classes of the country generally, do you attach a high value to these University examinations?—I think they are in their infancy. They are the only attempt that I am aware of that has been made to supply a very great want. I own my own belief has been that as they succeed to a certain degree they will defeat their own object; that the numbers of the middle classes are so great that it will be impossible for the Universities to carry out their work, that they will be defeated by the mere force of numbers.

10,203. Has any plan occurred to you by which that anticipated evil may be met?—Only by transferring more to the locality the sustaining power which is now derived from the University.

10,204. You would substitute a system in some degree local for this general one?—Yes; I believe that instead of the "University local examinations," a *local University* would do all the good.

10,205. Will you have the kindness to state to us what is the nature of the instruction which is given at this school?—It is now regulated by these examinations, which take place twice a year, and practically half the school goes in for them. In those examinations English, religious knowledge, and mathematics are, I think, taken by almost all. We are trying all we can to encourage French. From the first it was determined that it was desirable to make French a part of the ordinary education, making classics, that is Latin, an extra.

10,206. What do you mean by an extra?—We charge extra.

10,207. Do you mean by that that the study of Latin is not obligatory upon any one?—It is not obligatory. We charge either 5*l.* or 5 guineas for a boy who learns Latin.

10,208. Are mathematics taught?—Mathematics are taught as part of the ordinary school, and I think I may say very well taught.

10,209. Physical science?—No. We have wished to add chemistry, but have not yet seen our way to do so. Practically it is a question of extra teachers, and it is a difficulty to know where to get them.

10,210. (*Sir Stafford Northcote.*) Perhaps you will say what the difficulty is. Is the adding of chemistry merely a question of expense?—Not entirely. I think the question is to which quarter we should address ourselves for the support that would be required. The present head master certainly finds all that he wants in the University examinations, and his assistants have been taken from the training schools, and are now working with him admirably. If he or his assistants were required to teach chemistry I am afraid it would be at the cost of some of the present studies, and if neither the head master nor his present assistants were employed, I do not know that it would be easy to find a person whom it would be desirable to call in to teach it.

10,211. (*Lord Taunton.*) Do you believe that some knowledge of chemistry would not be of use to boys who are destined to become farmers?—Yes; I think it would be of very great use. I think myself that not only chemistry but mechanics would be most desirable; but I do not know practically how to introduce them.

10,212. (*Sir Stafford Northcote.*) Do you mean that if you had men competent to teach it, the introduction of these studies would interfere with the present studies of the school in an injurious manner, so that it would be necessary to drop other things which are still more important?—I think they would have to be made as much optional as the Latin is now. Practically we find that the head master has no difficulty in allowing 20 boys to learn Latin. I think he would have no difficulty in allowing 20 boys to learn chemistry at the same time.

10,213. If he had the teachers?—Yes. If he had 20 boys wishing to learn chemistry he would have no difficulty in making similar arrangements. In the case of Latin we are able to provide men whom we can trust; University men have been within reach who have taken this Latin class, and on whom we could entirely rely without any necessary dependence on the head master.

10,214. (*Lord Taunton.*) That is a question of expense?—I do not think it is entirely a question of expense. I think parents would pay the extra 5*l.* for chemistry, but I do not know where to find such men as we get for our Latin, who for, say, 100*l.* extra, could teach it to the school. In every neighbourhood you will find connected with one or other of the professions University men, perfectly well qualified to take a Latin class, and to whom you can entrust that class.

10,215. You think it would have been a fortunate circumstance if among your teachers there had been some one who had a knowledge of chemistry, and who was able to impart it to the boys?—Yes; but I think that chemistry or anything of that sort must be extra. I think that our present teachers are not at all too many for the ordinary course, and I do not think it would be desirable to put upon the ordinary teacher the extra work. I think you would interfere with the discipline of the school. I make one exception in the case of French. We do try to incorporate that with the work, so that the second master does teach it. I have been mysef obliged to help in the teaching of French

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because it has been a practical difficulty, but the plan of the school is that the ordinary teachers should teach French.

10,216. Do you not think it would be of importance in a thoroughly good agricultural school, that there should be somebody able to impart a knowlege of chemistry to such boys as would be willing to receive it?—Most important, but I think that that involves a higher institution than the school.

10,217. (*Mr. Acland.*) Will you state in what way you think chemistry would be beneficial to farmers,—whether in the way of training their minds or giving them positive information which they could really use; or any other way in which you think they really could apply it?—I quite think that for its own sake the study of chemistry would be of great educational value, because I see that in one or two instances, where I have encouraged it privately, it has drawn out quite a new interest in the student. One lad, who was one of the first boys at this school, is going to try for the agricultural prize that has been offered. The Royal Agricultural Society has offered prizes for youths above the age of 18, I think, for chemistry and mechanics. One youth who was nearly the first boy who came to the school has been encouraged to learn chemistry for this purpose, and I have been very much struck with the entirely new interest awakened by the study.

10,218. (*Lord Taunton.*) You are yourself, I believe, a practical farmer?—I am not a chemist, I am sorry to say.

10,219. (*Mr. Acland.*) Attaching as you do so much importance to chemistry, you probably attach at least equal importance to the knowledge of the elementary laws of matter, commonly called natural philosophy. Have you been able to introduce that at all into the general teaching of the school or even to a few boys?—No; we have not, for really the time of the masters is fully occupied. They are working very hard to prepare for those subjects I mentioned at the Oxford and Cambridge examinations.

10,220. Is there no instruction in the powers of the lever, or any subject of that kind?—No.

10,221. (*Sir Stafford Northcote.*) Is it not the case that you have assistance from the school of art at Exeter in teaching drawing?—Yes.

10,222. Do you suppose that, if there were a school of science at a convenient distance like Exeter, and a master could come and give assistance as the master of the school of art, that might be available to meet such a difficulty as you have suggested with regard to the teaching of physical science?—I quite think so. Mr. Birkmyer, the drawing master, is a great acquisition to the school. The boys who learn pay his extra fee.

10,223. (*Lord Taunton.*) You have spoken of religious instruction; is your school open to boys of different religious persuasions, to dissenters as well as to members of the Church of England?—The entire responsibility of admitting or refusing boys has been put upon the head master; I believe, as a matter of fact, about one in six or eight are the sons or relatives of dissenters. Without any exception they all, by the parents' wish, attend the services of the church. The Commissioners are aware that a chaplaincy was provided by the gift of the late Lord Fortescue. On the occasions of confirmation,—and I think three confirmations have been held in the school, every boy old enough, and where the parents wished it, was confirmed. There were only three exceptions, and in those cases the parents, being dissenters, wrote to the

head master to say that they did not in any way wish their sons to be looked upon as an exceptional class, but they had conscientious objections on account of which they would prefer that their sons should not be offered for confirmation.

10,224. And they were not offered for confirmation?—No.

10,225. With regard to the church catechism, do you insist upon all boys learning it if the parents object to it?—I can only say I have never been asked about it. I am quite sure the head master would always consult the parents, but I am not aware that he has ever been asked to make an exception.

10,226. I believe you mentioned that a special endowment had been made to provide for the religious services connected with this school by the late Lord Fortescue?—Yes.

10,227. What is the nature of that?—He gave 1,000*l.* to ensure that one service every Sunday should be held in the adjoining church of East Buckland, which he also rebuilt, for the special advantage of the school. In that church originally there was only one service. It is a very small parish. The result of Lord Fortescue's endowment is that there is now a double service, which all the boys attend.

10,228. Is that attached permanently to the school?—The 1,000*l.* is put into the hands of four trustees, the present Lord Fortescue, Mr. Riccard, who at the time was mayor of South Molton, Mr. George Langdon, and myself. With them rests the appointment of a chaplain, subject to the consent of the incumbent of East Buckland.

10,229. I believe you have yourself given a great deal of time gratuitously to this school; in the first year you acted as master, did you not?—No; I have never in any way taken any part in the teaching, except with the French, or anything which at the time was weak. For some time I took a part in the examination, but now the Universities have relieved me of that. I have taken very little personal part in the teaching.

10,230. When you talk of the feasibility of establishing schools of this description at those prices, the circumstances under which Lord Fortescue and others, at the cost of money and time, have come forward to establish this school, must be taken into consideration, must they not, as being exceptional?—I think only so far as an exceptional interest is taken in every first experiment I do not really think that there is anything to be taken into account that you might not under ordinary circumstances rely upon; with this great special distinction, that I do not know at present the institution to which I should look for the supply of masters. We have been exceptionally fortunate in the head master, Mr. Thompson. He came strongly recommended. As I have said before, he came before there was a single pupil, and gradually, under him, the school has attained its present size. He was himself at the training college at York, though never I believe a Government pupil teacher. He was afterwards second master in the grammar school at Helston, and came to me from that school. We have had a great many assistant teachers, and a great deal of trouble connected with them. I think that this has been one of my greatest troubles. We are at present very well off with the two under masters whom we have. They both came to us from training colleges, and we are very well satisfied indeed with them. But unless we are to look permanently to the Government providing a supply of masters for these middle schools, I own I do not know where we should go either to supply the head master or for the head master to keep up a supply of under masters.

10,231. What do you mean by the Government undertaking to supply masters?—Practically, at present, we are availing ourselves of

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the Government trained masters. I own I do not know where else to look for a supply of masters.

10,232. (*Lord Lyttelton.*) The whole capital has not been taken up?—No, the whole capital would be 7,500*l.*; there have been actually taken 5,875*l.*

10,233. Do you look forward to the whole being taken?—We are on the point of making a special appeal to the county to take up the whole capital in order to pay off our loan and mortgage.

10,234. You think it would be desirable in every such case that the whole of the capital should be taken?—Yes.

10,235. When just now you said that you were not aware of any exceptional circumstances applicable to this school, is it not the case that hitherto there has been no dividend paid on the capital?—Yes.

10,236. Does not that itself make it an exceptional case? You rather look to the public spirit and the desire to accomplish a great object on the part of the shareholders, if you expect proprietary schools throughout the country to be founded on such a precarious prospect?—I do not quite think that, even commercially speaking, it is a precarious prospect, if you take three or four years to build up a school which when it is not yet full will pay four per cent. I believe that our good will is worth a great deal more to us than we have expended altogether, because we have gradually formed a connexion in these three counties among the most respectable farmers, and have passed through all the preliminary experience necessary to form a school, and I should certainly think that every penny we have laid out has been commercially well expended.

10,237. Would you not rather say that the return which the founders of this school looked to has been the establishment of a great school and so the attainment of a public object; they have not looked upon it as a pecuniary investment?—No; I think profit has not been their first object; only, as I endeavoured to explain, they have found out that it was desirable for the sake of that object to ensure that the school should be self-supporting, and they have thought that a school was not self-supporting that did not pay a fair interest on all the capital expended; that if the payments did not provide for that interest on the capital it could not properly be called self-supporting.

10,238. Is the chaplaincy which the late Lord Fortescue founded an independent foundation, or is it connected with the head mastership?—It is quite independent.

10,239?—Is the present head master the chaplain?—No, the head master is a layman.

10,240. Who is the present chaplain?—The Rev. William Martin, a Fellow of New College, has been chaplain to the present time; he has just vacated the office.

10,241. Is the constitution of the school embodied in written documents?—Merely the memorandum of association.

10,242. That is only upon the business position of the school?—Yes, except that that memorandum states the object with which the association was formed. To a certain degree that has been modified by resolutions of the directors and shareholders, but I think the only thing that I should say was a constitutional addition is the declaration that the head master shall always be appointed and removed by the trustees.

10,243. There is nothing in the memorandum as to the internal regulation of the school?—No, we thought it better not to determine it till the school was fairly started.

10,244. Those matters are theoretically in the power of the proprietors and directors?—Yes.

10,245. And at present, they have laid it down that the whole question of the religious regulation is left with the head master ?—Yes.

10,246. There is no rule as to what he is to do ?—No rule at all; the responsibility rests with him, and the responsibility of appointing him rests with the trustees.

10,247. (*Rev. A. W. Thorold.*) Have any of the shares come into the market and been sold since the association was started ?—No, I think not. I do not think there have been any in the market; they may have been privately sold.

10,248. You are not able to say what the present market value of them would be in case they had to be realised ?—No, I am not. I have been told, by what I think good authority, the honorary solicitor to the school, that he considers that they are worth their full value.

10,249. What would be the value of the school property in house and land if you had to realize upon that ?—I should think the house and land, which is in a very remote district, though a railway has just been brought there, is quite worth what we have spent on the house and land, which has been 5,000*l.*

10,250. So that if the association were broken up you would get back your money without any difficulty ?—I should think so.

10,251. You said the late Duke of Bedford's shares had been given by the present duke; in what way have they been applied to the school ?—He gave them to the present Lord Fortescue for him to use them at his discretion, for the benefit of the school. Lord Fortescue has announced, though it has not been formally carried out, his wish to form a Duke of Bedford scholarship; that as interest was paid on those shares it should go to form a Duke of Bedford scholarship.

10,252. At this moment, those shares make no difference to the income of the school ?—They make no difference to the income of the school, except that they, being fully paid up shares, must be taken into account as being property.

10,253. Therefore, when the interest is paid, Lord Fortescue, you think, will use the interest in that way in forming a scholarship ?—Yes; and I think certainly, that those scholarship shares amounting to about 1,000*l.* will always be considered as preference shares. I believe this year we shall find that the directors will be encouraged by the shareholders to declare five per cent. on those scholarship shares. We have a surplus in hand which would justify our proposing it. I think that this with the common consent will be done, and one or two per cent. given on the remaining shares.

10,254. With respect to the cost of maintenance, Devonshire, I believe, is generally considered to be a cheap county ?—Yes.

10,255. Do you think the sum of 16*l.* for the 40 weeks would be a fair sum to allow, say in Norfolk, or Herefordshire, or Lincolnshire ?—I do not know that I am able to speak with any authority upon that, but I fancy that average contract prices are pretty much the same over England.

10,256. What is the proportion of tradesmen's sons to farmers' sons in your school ?—About half are the sons of farmers, one fourth are sons of professional men, and one fourth sons of tradesmen.

10,257. What is the class of tradesmen from which the boys come ?—From my own knowledge I should say they were the leading tradesmen in the rural towns. We have, I think, the son of a veterinary surgeon, and the sons of two booksellers. I do not know that I can recall any others, but they would rather be the leading men in the adjoining towns.

10,258. Their income and way of living, perhaps, would be on the

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same scale as that of the farmers?—Yes; and they are closely connected with them in family ties. They would really be of the same families.

10,259. (*Dr. Storrar.*) I think I understood you to say that you had three masters in the school?—Yes.

10,260. What salaries do you pay them?—The head master has 100*l.* a year and his house, which we value at about 20*l.*, and his board, which is also 20*l.*

10,261. Is he a married man?—No.

10,262. Might he be?—Yes, he might be; and the house was especially built to provide a comfortable dwelling for him. I think it would be quite a comfortable dwelling house for a married master.

10,263-4. What do you pay the first assistant master?—It is about 50*l.* He has board and lodging. I believe the exact sums are given in the head master's report. You may take it at about 50*l.* for the second master, and 35*l.* for the other masters. From 35*l.* to 50*l.* with board have been the salaries of the under masters.

10,265. Would the masters have the privilege of boarding and lodging at the school during the vacation?—Not except by paying what we consider their average charge, which is 10 shillings a week.

10,266. So that they would have to pay for their own board for 12 weeks?—They have their board for 40 weeks, which we consider worth 20*l.* a year to them.

10,267. But then for the other 12 weeks they must maintain themselves?—They are always glad to get away for their holidays.

10,268. Do I understand that the 25 guineas a year is the charge to all?—It is actually 25 guineas over thirteen, and 23 guineas under that age. Our intention is to fill up with 25 guineas, and drop the lower sum, or open another house. What we are working at now is 25*l.*, because the average charge, taking those at 25 guineas and those at 23 guineas, is 25*l.*; but our intention is to drop the 23 guineas, so that the calculation should be based upon 25 guineas.

10,269. Would that include washing?—Yes.

10,270. The washing of the masters?—The masters pay extra for their washing but only at the cost of the house.

10,271. (*Lord Taunton.*) I believe that you and others connected with this school have had in contemplation a scheme for connecting it with a larger system, and putting it under a Central University to be called a County University, comprising several counties; is not that the case?—I think I may say that the proposal of a County University is properly and strictly Lord Fortescue's. In the book which he published his view of it is given.

10,272. I believe you approve of that system?—I do so; more doubtfully perhaps about the University, but most strongly as to the local colleges.

10,273. Will you have the kindness to state what the system, in its entirety, is?—As it was originally proposed, a county system of education was intended to consist of public examinations, of colleges, and schools; the public examinations to be to the middle classes analogous to what the University examinations for degrees are to the upper classes; (or the London University to the Metropolis): the local colleges again to be analogous to what the colleges at the Universities are to the upper classes; and the local schools analogous to the public schools, such as Rugby and Harrow.

10,274. Under what forms would this be conducted? Where would be the local centre, and how would you work it?—I think that the question of the local area must be determined to a certain degree by the population, but still more by local associations; and it seems to me that all

that is implied by the word "local" is implied by the word "county" with the advantage that "county" implies a great many traditional associations which "local" does not.

10,275. Do you mean that for Devonshire you would have a University at Exeter or some place of that sort?—No; at the most a University for the west of England as you have a University of London; but a county college in Exeter either for Devonshire alone or for Devonshire and the two contiguous counties; that that county college should fill up the gap that now exists between the training college at Exeter and Baliol College at Oxford. There is no institution at which boys of the middle class leaving school can continue their education.

10,276. (*Dr. Storrar.*) When you speak of the University of London, I presume you mean University College, because the University of London is by no means local in its object?—I am quite aware that the University of London is metropolitan in a wider sense than being limited to the area of London; but practically, for the rural districts, I think the influence of the London University is so little felt that one may be excused as a countryman in speaking of London as London only. I do not think we feel any benefit in the country from the London University. I am not aware that we do.

10,277. I presume you have not made it your business to inquire very accurately into the real state of the University of London and the influence which it has on the country?—I quite acknowledge that.

10,278. (*Lord Taunton.*) I think you have stated that you consider the establishment of these colleges very important, but you do not attach so much importance, or are not so sanguine with regard to the establishment of a University connected with a particular part of England?—I think it is quite possible that the existing Universities, Oxford, Cambridge, and London, might, through local colleges, do all that is required; but unless they can connect themselves through colleges with the local inhabitants, I own I should despair of their really being able to meet the rising wants of the middle classes.

10,279. How would you proceed to found these colleges?—I should like to point out to the Commissioners that I believe the census returns will show that between the age of 15 and 20, there are nearly a million males in England, about 950,000. There are returned as scholars or students between those ages no more than 37,000, and of these 37,000 a very large number must be actually at school; because we know that a large proportion of schoolboys are over the age of 15. Then there are returned 40,000 as being "sons and brothers." It is a particular head describing those who are at home with no special occupation. Making large deduction for the labouring-class at that age there still remains a very large number of those who could afford a continuance of their education who do not at present seem, under any description, to be students. If we consider that that age from 15 to 20, is really one of the greatest importance in education, either for continuing the general education or for commencing the apprenticeship, it seems to me that there is an opening in England for what may perhaps be a novel institution, but an institution in which boys leaving school and going into the different professions and trades might be collected for a time to continue their general education and begin their apprenticeship.

10,280. Then you would address these new institutions specially to those boys whose parents could afford to keep them there; to keep them in a state of tuition longer than the sons of small tradesmen and farmers who are obliged at once to do something to provide for themselves?—I think a large number of those who do very early have to provide for themselves might in those institutions be beginning part of

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the apprenticeship necessary to their future trade, and combine it with general education; but I now know of no such place where a parent could be recommended to send his son after leaving school.

10,281. Then you think that these colleges would in many cases be adapted for the wants of boys such as those who go to your school at West Buckland, after leaving school?—Yes.

10,283. On what principle or in what manner would you propose to found these colleges, on the proprietary principle, by endowment, by subscription, or in what way?—I should propose that they should be based like this school on the self-supporting principle, which implies that you do charge the parents not only the board and tuition but a sufficient interest on the capital. Assuming that principle, it seems to me to relieve the question of capital very much, and to shift it to one of guarantee. If you are going to conduct an institution that is intended really to pay all its costs, the risk must properly attach only to the time of its formation. It may prove that it does not succeed, and you have incurred a certain loss; but the permanent risk must be very slight indeed if the inmates of the institution are charged what really covers the whole cost.

10,283. Then you would rely mainly upon the proprietary principle for the conduct of these colleges?—For their maintenance.

10,284. I presume you would think it necessary to guard against some of the evils of the proprietary principle by special provision?—Yes, and I think the best provision against that is that you cannot carry out such institutions without doing a very great public work, and that by doing that work you at once constitute a claim for public assistance, whether in the shape of endowment or grant; and that public assistance cannot be given without strong guarantees which would be the best check to the possible evils of mere private enterprise.

10,285. Do you propose to have the assistance of the State in any manner directly or indirectly?—Indirectly. I think the middle classes with good public schools and colleges would supply one demand that has been recognised as a State demand, that of masters for the National schools. I think that they would supply that demand more efficiently and more economically than is at present done by the pupil teacher and training college system.

10,286. Do you mean that the State should establish training schools for the special purpose of supplying masters to these middle class schools?—No, I think that if self-supporting colleges for the middle class masters were established, they would then supply what the State wants, and that in some measure they would have a claim upon the State grants, whether in the shape of pensions or augmented salaries; that there would be a legitimate demand for that sum of money which the State thinks it right to vote to assist the labourers' education on the simple ground that such middle-class masters would be better adapted for the work than those who have been entirely reared at the State cost.

10,287. Do you propose to give the State any control over these colleges in consideration of the expense which they have gone to in assisting them with masters?—Yes; it seems to me essential that any public money should involve a certain amount of inspection which I think would be wholesome to the institution. And I think that the same claim which indirectly would arise upon the State grants would also arise very strongly upon existing school endowments. I think that local colleges which would give a new life to the existing local schools, and to others which might spring up, would constitute the first claim on a great many of the existing stagnant local endowments.

10,288. Would you connect the existing endowments for education or

charitable purposes in any manner with this new system which you propose to establish?—Yes; I think that the system would not really be worth anything unless it did the work for which these endowments have been given, and that therefore it would have at once a strong claim upon the funds that do exist.

10,289. Would you go so far as to amalgamate altogether the endowments within a certain district with this new system if it were established?—I think I should like to see something like a county board established which should consist of representatives of the public interests of the county, and representatives of the existing trust funds in the county, particularly the educational funds. I should like to put before such a body the proposal to establish within the county an institution which would, partly by providing masters, partly by encouraging the continuance of general education, and partly by directing the apprenticeship or special education, give a fresh impulse to the existing schools. I think if that could be fairly proposed, the representatives of the county interest and the representatives of the existing funds would feel that there was a very strong claim upon those funds, so to remodel them as to carry out such an institution.

10,290. Do you anticipate that if your proposal is carried into effect it would supersede in a very great degree the present private schools, and proprietary schools, under any other system, which already exist in the county, or would you adapt them to the system in any manner?—I think that the private tuition would derive great advantage from such a system, because the establishment of a public system would extend its recognition over the private members of the profession. I have myself been for some years a private tutor; I know how entirely I depended upon my connexion with Oxford. I can imagine that exactly in the same way the private schoolmasters would really derive great advantage from being connected with a local public system of examination in which their own attainments had been previously ascertained, and according to which they would regulate the education of their pupils.

10,291. Do you think such a system could be adopted without raising very strong feelings against an undue amount of central interference?—It seems to me it is the only alternative to central interference.

10,292. (*Lord Lyttelton.*) Do you think that the social circumstances of the middle classes in this country are such as to warrant the belief that more than a very few of them can afford to keep their children at any school or college instruction after the age of sixteen?—Yes, I think so. I am living in what I should consider one of the poorest districts in England, and to my own knowledge there are many lads hanging about home who could really quite afford the expense if there was a place provided for them to be learning either general or special subjects.

10,293. Are they not generally occupied in learning the business of their life?—I would remind you, that if I have read the Census table aright, over 40,000 between the ages of 15 and 20 are described as merely sons and brothers; that means living at home doing nothing.

10,294. You understand that to mean that they are not learning any business?—Because the next entry is "scholars" to the number of 37,000. According to the Census of 1861, the total enumerated number of boys in England and Wales, between the ages of 15 and 20 years is 957,930; of those, 37,208 are enumerated as "scholars;" 46,856 as "sons at home," and others of no stated occupation; and 873,866 as "sons engaged in occupations." I may also say that I have ascertained

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that one of the largest classes of these lads between 15 and 20, who are not at school, seem to be farmers' and graziers' sons. There are, I think, 2,000 in Devonshire alone.

10,295. Do you conceive that they are doing nothing; not merely that they are not engaged in any responsible position, but that they are not even learning a business?—I imagine, that if they were, they would have been described under one of the numerous heads under which the Census is taken.

10,296. From those figures there would be between 40,000 and 50,000 for the whole of England who might avail themselves of these proposed colleges?—Yes, supposing you only take those who are learning nothing; but my own wish would be to see a very large number of the 800,000 also.

10,297. You believe that there is nothing in the economical condition of the country which would prevent that?—I do not know of anything, and I think I may say, that my experience in my own neighbourhood must be of one of the poorest districts in England.

10,298. What you consider desirable for those classes is, that there should be a school, college, and university system on a general analogy with that of the classes above them?—Exactly.

10,299. You would propose primary schools for them, to be determined by the general demand for such establishments; that there should be a college on the county principle, either in each of some large counties, or in some combination of counties, and that there should be Universities, whether existing ones or some new ones which should be on the model of the University of London, simply as bodies giving certificates of attainment?—Yes, graduating bodies.

10,300. What would be the nature of the guarantees which you speak of? You said, such a system, if properly established, would give to the public so strong a guarantee, that they would have a fair claim on public support and on the support of the State?—I do not remember so using the word "guarantee." I used the word "guarantee" in saying that I believe what is wanted is a guarantee on the starting of an experiment, which ultimately would be self-supporting. I do not therefore quite follow your question. A strong *claim* I think would be rather what I meant; that such an institution would constitute a strong claim on existing funds, whether of the Government or of endowments. To start such an institution, I want a "guarantee" for the preliminary risk; but the institution is supposed to be self-supporting, and if it succeeds, as in the case of our school, it will pay a fair interest on all the capital expended.

10,301. What I thought you meant by "guarantee" was, as to the system of management. Would the proposed colleges be under the general management of a body representing the chief local interests of the country,—the gentry, the clergy, and the leading persons of the several counties?—Yes, such as would now be considered to represent county interests.

10,302. Is it not your opinion that the present Government system of pupil-teachers, leading up to training schools, is too large and cumbrous, and too centralised, to be a permanent one?—That was my opinion several years ago, and a great deal has since passed with reference to that system. I do not know that I am prepared to say how far the changes introduced in the Revised Code may have obviated what, certainly, I used to think was a great danger ahead; but I think as strongly as ever that it is an unnecessary system and an injurious system to the labourers themselves, because it assumes

that the labourers, as a class, are poor to that degree that they cannot educate their own children. I think that that assumption is a most mischievous one.

10,303. And therefore you do not wish to extend that system, as it has existed with regard to the lower class, to the middle class?—Certainly not.

10,304. Whatever the revised code may have done, it is still the case that a very large proportion of the expense of the training schools is thrown directly on the Government?—I believe almost the whole of it.

10,305. It is not the case that the training schools themselves are conducted on any extravagant system, or that they over supply the demand for masters; therefore in whatever way the general expense of the training schools for the middle class was provided for, it would still have to be provided for in some way to the present extent. When then you said there was great need of trained masters for the middle class, in what way would you propose to meet the expense of training such masters?—Entirely as in the case of the county school, by throwing it on the parents.

10,306. Do you conceive that training schools like other schools should be made self-supporting?—Yes, entirely so.

10,307. You think the parents of boys who would be adapted for the office of schoolmaster would bear the expense of their training for that purpose?—That seems to me to follow from our own experiment. This sum of 1,294*l.* has been paid during this three-fourths of a year by parents who I know well do not expect to get for their sons, for many years, a salary equal to the average salary of the present trained masters.

10,308. Besides this system of colleges would you establish training schools for masters of the middle class in different parts of the country?—No, I think it would be essential that the masters should be trained among the students of other professions in those colleges. For as the clergy of the Church of England and the masters of our existing public schools have all the advantage of having been themselves at the public schools and the Universities, so it would be a great advantage for the labourers' sons and the sons of the middle classes if their masters had been educated in a public system with those of other professions.

10,309. Instead of looking on the profession of a schoolmaster as a profession to be trained for separately, you would look upon it simply as one profession among others, adapted for the middle classes?—Yes.

10,310. (*Sir Stafford Northcote.*) Do you think that schoolmasters would not require special training for the business of teaching?—I do think that they would, just as I think a farmer requires special teaching, and I think that a special teaching might be given quite as perfectly in connexion both with other specialties and with general teaching as it is now given in a distinct institution of its own.

10,311. So that you would have a class for training masters in the county college?—Yes.

10,312. (*Lord Lyttelton.*) There is a difficulty found in obtaining good assistant masters for your existing school?—Very great. We wished to get them from the ordinary class of middle-class masters. It was very unsatisfactory. We could place no reliance on the certificates of character that we received, and we found that the trained masters were certainly a more reliable body.

10,313. You look to the extension of the system itself to provide for that particular want among others?—Yes.

10,314. (*Mr. Acland.*) Will you explain with regard to the word

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"apprenticeship" what particular branches of professional or other life connected with the middle class you had in your mind?—I think that the subordinate branches of what are called the professions would certainly receive with advantage some apprenticeship in a public institution. I think that might be so in the case of the medical profession and also in the subordinate branches of the legal profession with great advantage. I have a very strong feeling that what is most wanted in my own profession—the establishment of an order of deacons would be provided for by such institutions. But passing from the professions to practical life I think entirely that for the great branch of agriculture the time has come when some special preparation is needed for anyone to succeed in that occupation. I think that that preparation would be better given in connexion with other studies and pursuits than as it is attempted at Cirencester college, for instance, as a speciality taught by itself. Another large branch of practical life—the engineering and carpentry—occurs to me at once as one in which a special apprenticeship might be begun in such institutions with advantage.

10,315. I am not quite sure that we are using the word "apprenticeship" in the same sense. Do you, in the proposed institutions contemplate carrying on business in all those branches which you have spoken of—the legal, medical, engineering, and other professions?—Only so far as business may be necessary for educational purposes.

10,316. Do you contemplate it solely as models or do you contemplate its being a real business?—I would repeat, just so far as a real business is necessary for education.

10,317. Will you be kind enough to explain in what manner you would propose to carry on the medical or the legal profession in a college?—I think it would be desirable that the college should be established where it would be near the centres of those professions sufficiently near, for instance, to an hospital or to a considerable practice in the local courts.

10,318. You contemplate such a college being established in a town?—Or sufficiently near to a town, as a railway now practically makes many villages.

10,319. Do I understand that the apprenticeship would not be in the institution but would be in the actual businesses as conducted outside the institution?—I think I mean both. I mean that a certain part of the apprenticeship would be easily and naturally conducted in the institution, but it would be desirable that pupils should, under their instructors, have access to the local centres of practical life for the purposes of instruction, just as now it is desirable that all law clerks and medical students should be sent up to London to come in contact with the actual business; I think that, in a measure, the same contact with actual business would be desirable in your local institutions.

10,320. Do you contemplate the articled clerks and medical pupils in a country town carrying on their responsible duties to their employers but also at the same time being members of your college?—No, but not having yet entered into employment, being in the college, students of those special subjects.

10,321. Would they not in point of fact be not at all apprentices but simply students receiving instruction for a profession?—Quite so. I only used the word "apprenticeship" as having been appropriated to the learning of a special pursuit. I speak of students in the strict meaning of the word. I only use the word "apprenticeship" to mark the distinction between general and special students.

10,322. (*Lord Lyttelton.*) You mean a college with several branches of instruction?—Yes.

10,323. (*Mr. Acland.*) Have you noticed in the foundation of private institutions or in the success of public institutions set up for the purpose of giving this special instruction, any evidence of the demand of parents for such instruction? In speaking of special institutions I would mention specially those for engineering or agriculture or any others that you may know of. Have you any evidence of the demand of parents showing that they are willing after the period of school life has terminated to place their sons under courses of instruction rather than to get them at once into practical life?—I do not know that my evidence on that point would be worth much, because I have been living a very secluded life for some years; I believe from conversations I have had with farmers that Cirencester College would have been sought by farmers if the expense could have been originally kept down to what would have been within their reach. I am speaking now from recollection of conversations with parents who certainly said to me that that would be desirable.

10,324. Can you tell us what is the annual expense of Cirencester College?—My impression is that it is 70*l.* or 80*l.*

10,325. Is it not the fact that farmers do frequently give sums approaching 100*l.* a year or thereabouts to have their sons placed with first rate men as farmers and breeders to learn the art of farming?—A certain number do; I believe you will find in the Census reports a return of those who are called agricultural students, but the number is very trifling indeed compared to the number of farmers.

10,326. Does not that show that it is not simply a financial question but that the parents in point of fact prefer training in real life to training in college?—No, I think it only shows that there are a small number of farmers who can afford to pay a higher rate and pay very much for the social grade implied by the amount paid. My opinion is very decided. I think no institutions exist that have offered to the practical farmer that particular advantage of, within moderate means, giving his son the opportunity of special learning.

10,327. (*Lord Lyttelton.*) Your view of the expense of this college would be about the same as that of your present school?—It would proportionately be rather higher. I think it would cost more, in proportion to the greater freedom that you allow to youths than to boys.

10,328. (*Mr. Acland.*) Would you put it at 50*l.*?—I do not think it need exceed 40*l.*

10,329. You think that at about 40*l.* it would be possible to afford to the youths of the middle classes over 16 a course of general education coupled with some degree of early experience or at least special knowledge which would be of very great service to them, and that that could be done for about 40*l.* or 50*l.*?—I think so.

10,330. Will you be so kind as to explain the kind of instruction which you think it would be practicable to give to the middle classes, bearing in mind their various future occupations?—I think that the subjects selected by Oxford and Cambridge as general subjects are probably as suitable as any that could be suggested. I might perhaps think that the Universities might give more encouragement to one or two of their special subjects, but I am aware that there might be great difficulties in doing so. I should adopt the Oxford and Cambridge standard for middle class examinations as a very good one indeed for general knowledge. The point yet to be provided seems to me to be that where the leaders of the different trades and professions would come in with their recommendations as to the special preparation for their several pursuits. I think that the question Mr. Acland has put

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would be better put to those who were thoroughly acquainted with engineering, farming, or any of those special pursuits; but as I cordially adopt the Universities, and think their wisdom is the best guide for general education, so I should look to the heads of the different pursuits for recommendations as to the course of special study to be pursued in the local colleges.

10,331. Should you contemplate establishing teachers to give instruction in all those branches of knowledge which were deemed by the several professions desirable for them to bring into the practice of those professions?—Exactly.

10,332. (*Dr. Storrar.*) Going to the profession of medicine, do you propose in these colleges to institute a branch of studies which would represent a medical school?—So far as the heads of the medical profession would say that it was practicable for a lad to learn in the country without coming to London for the sake of the higher instruction, so far as they would recommend that lads should be taught in the country the first elements of their practice, (and more particularly I am bearing in mind the chemists and druggists, who are rapidly increasing in the country, taking the place of the older practitioners,) so far, and no further, I should wish to see a medical school established in the country.

10,333. You have used the expression "elements of medical practice;" that represents rather an advanced point of medical education?—And yet it is at present, if you take the dispensing of medicine, in the hands of a large number whom I should describe as very uneducated rustic youths.

10,334. If the medical corporations of the kingdom felt that it might be of advantage to students between the period of their leaving schools and engaging in the advanced studies of their profession, to prosecute such studies as chemistry, natural philosophy, and botany, in local colleges such as you contemplate them, may I ask you whether you would consider that that would fulfil your intention?—Entirely, and no further than they would recommend it.

10,335. (*Lord Lyttelton.*) Do you mean these colleges to carry on the general instruction and education of these young men, and to have also separate branches of instruction in a certain number of subjects according to their future destination in life?—Yes.

10,336. The Oxford and Cambridge local examinations by no means cover the whole of that space?—I spoke of them as covering the general education.

10,337. What special branches of instruction do you think could be taught in these colleges?—I have myself a strong feeling that agriculture might be and is required to be taught specially; I think that the country practice of medicine and law would both of them bring in a certain number of other students. I have said that I feel very strongly that it would be the only practical step towards introducing a distinct order of deacons into the Established Church.

10,338. Would you include the Ministry among the functions of the middle classes?—I think the weakness of the Church of England is that at present it gives no opening to that class.

10,339. Would you include engineering?—Engineering, including its subordinates, and carpentry, and whatever would be grouped under mechanical science.

10,340. Any other branches?—There would be specialties according to localities, as mining &c.

10,341. Generally, your object is to include the main branches of study among which the middle classes are divided?—Yes; of those

800,000 youths that are going early into life, write off those who certainly belong to the labouring class who must at once get to work, and I believe you would have a large residuum under almost every head of occupation described in the Census, for whom it would be very desirable that they should receive in some public institution a continuance of their general education and a commencement of their special education. I think the check to the multifariousness would be what I have suggested, that the heads of the different departments should always be consulted before any subject was introduced.

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10,342. (*Mr. Acland.*) Supposing that it should be difficult to bring a large number of youths into a college under discipline, have you considered any other means by which that very important question which you have pointed out, namely, the importance of combining apprenticeship with general education could be carried out in the case of those who are already in the practical commencement of their profession?—I think the Universities I have often spoken of, whether the existing ones or additional ones, would meet that point by giving their certificates to those special subjects, and then those who were actually at present at work would all be encouraged to prepare for them.

10,342 a. You mean by independent study?—Yes.

Appendix A.

West Buckland Rectory,
July 2, 1866.

Sir,

I am able to send you the results of another half year's progress of the Devon County School. Will you, if you think them of sufficient importance, have the kindness to communicate them to the Commissioners?

Last year (1865) the number of boarders rose from 62 to 82. During the first quarter of the present year the number was 89, and in the second, 95.

A dividend of 3 per cent. was paid to the shareholders out of the profits of the year 1865. The half year's accounts just completed show a reasonable prospect of a surplus on the whole year of 6 per cent. With increasing numbers we find our estimate of the cost of board at 8*s.* per week or 16*l.* per year for each boy to be ample. In fact, though we have paid ½*d.* per lb. more for our meat during the last quarter, that estimate has covered not only the board of the boys and servants (with all wages except the salaries of masters), but also the board of the masters, which we have hitherto estimated at 10*s.* per master weekly. I may add, that this result is attained without anything like parsimony, but of course not without careful economy.

I am anxious to point out to the Commissioners how continued experience justifies our estimate in this matter; because in the cost of board is involved so much of the question of the practicability of providing economical public schools for the rural middle class. Probably few parents above the labourers feed their children at a less cost than 1*s.* a day. If then country boys can obtain at school food and attendance at least as good as their parents can possibly procure for them at the same cost at home (and this is really understating the case), they are put in the same position as town boys for the purposes of instruction, *i. e.* they can be collected in sufficient numbers to economise the cost and labour of tuition. And so far as education implies much more than tuition, and boys may be expected to learn from wholesome school life much more than they are taught in lessons, so far as public boarding schools must be always superior to public day schools, it is not for the rural class only that the cost of board at school compared with board at home becomes a matter of interest.

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In our estimate of 8*s.* per week we do not include the cost of lodging—in other words, the interest on the capital expended in buildings and furniture. Our experience on this point seems to indicate that for a school of 100 boarders a capital of about 80*l.* per boy is required; while for 150 boarders not more than 60*l.* would be necessary. About 4*l.* per boy in the former case and 3*l.* in the latter would be the charge to parents in order to pay 5 per cent. on the capital. We have not yet had encouragement to make calculations for a much larger number than 150, but we are actually raising a fund to provide for that increase during the coming year; and I have just received the announcement that his Grace the Duke of Bedford will, as a Devonshire landlord, contribute 1,000*l.* towards this extension of our institution.

Besides board and lodging there remain salaries and "other expenses," *e. g.* taxes and repairs. The increase of our numbers during the last half year has enabled us to raise our masters' salaries no less than 40 per cent. They now stand at 3*l.* per boy. We wish and intend, however, to raise them to 4*l.* per boy, while we calculate the board of the masters and the cost of books, &c., at another 1*l.* making a total of 5*l.* per boy for tuition.

The "other expenses" grow less in proportion as the numbers increase and permanent arrangements are effected; and whereas they must be reckoned with our present number at nearly 2*l.*, they will with 150 boys probably not exceed 1*l.* per boy.

The result of our experience and calculations therefore, as regards the charge to parents which will keep the school entirely self-supporting, is that with 100 boys 25*l.* is a sufficient charge, but that with 150, 24*l.* would probably cover all expenses, and leave 600*l.* instead of 350*l.* for the salaries of masters. The following would be the two estimates:

(1.) With 100 boys.

16*l.*	per boy for	board.
3*l.* 10*s.*	„	salaries.
1*l.* 10*s.*	„	other payments.
4*l.*	„	interest on 8,000*l.* capital.
25*l.*		

(2.) With 150 boys.

16*l.*	per boy for	board.
4*l.*	„	salaries.
1*l.*	„	other payments.
3*l.*	„	interest on 9,000*l.* capital.
24*l.*		

I have only to add that, as regards the health, conduct, and progress of the boys, the last half year has been most satisfactory. The Cambridge and Oxford lists will show that the work of the school, as guided by the University examinations, has been considerable. Indeed we have this year for the second time passed the largest number of any school in England at the Cambridge examinations. And as temporarily I have been performing the duties of chaplain, and have had to prepare more than 30 of the boys for confirmation, I can say that I recognise with especial interest the moral and religious influences which this school, imitating the higher public schools, seems peculiarly adapted to exercise on those whose age and class render them somewhat difficult of approach on the most important subjects.

I am, Sir, yours faithfully,

J. L. BRERETON.

To the Secretary of the Schools Commission.

APPENDIX B.

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The following is a careful analysis of the cost of the establishment, from its commencement with two boys in 1858 up to December 1864.

Dr.	£.	s.	d.	Cr.	£	s.	d.
235 Shares	5875	0	0	Land and Buildings, Temporary and Permanent, with Repairs	5143	11	0
Mortgage and Loan	716	5	0	Furniture	1042	5	5
Subscriptions for Playground	153	13	0	Preliminary and Incidental	377	0	0
*Charged to Parents	6420	18	5	Books and Advertisements	519	19	5
	£13165	16	5	Salaries	1282	17	10
Balance	146	6	6	Board	4946	9	3
	£13312	2	11		£13312	2	11

RICHARD D. GOULD, Esq., called in and examined:

R. D. Gould, Esq.

10,343. (*Lord Taunton.*) You are, I believe, an architect?—I am an architect in North Devon.

10,344. You live at Barnstaple?—Yes.

10,345. Are you cognizant of the construction of the buildings connected with the school at West Buckland?—Yes.

10,346. Did you build them yourself?—I designed them. I was not the builder in this case.

10,347. You had to do with them as architect?—As architect only.

10,348. Do you know exactly what the cost of the building was?—I do.

10,349. What was the cost of it?—I should explain that the buildings were erected at three different periods, not under one contract. At first it was intended simply as an experiment to erect a building which in case of its not succeeding as a school could be converted into a good farmhouse. Those were my instructions at first from Mr. Brereton. They then intended to add some wooden buildings which were put up in another part of the parish as an experiment. I rather exceeded my instructions in making rather a better building. I thought it might grow larger, and I made provision in the main building for carrying out a larger and more extensive plan. I merely mention this to show that by having to build it at three different periods it has cost more than if built at one time. We had some cutting and fitting, which required some alteration in the other parts. The entire cost of the works under the contract, and the extra works, was 3,100*l.*, and about 400*l.* besides that was expended on other works for heating water, and fittings. The total cost I put down at about 3,500*l.*

10,350. That represents the entire cost of erecting the school buildings such as they now are at West Buckland?—Just so. The schools in their present state would, I should think, accommodate about 80 boys. The dormitories at present are not quite up to the mark. The school itself, the dining room, and other offices are adapted for a larger number of boys than they now have in residence, but it is possible at a moderate cost to add dormitories so as to make up the number from 70 to 100.

* As the School does not require pre-payment of its charges, there is a certain amount of arrears; but it is believed that there have not been above £70 of bad debts from the commencement.

R. D. Gould, Esq.
15th Nov. 1865.

10,351. At what should you estimate the cost of the creation of a school of this kind calculated to accommodate 100 boys?—I have gone into that. That is a matter to what I have given some consideration. I think an average of about 40*l.* a boy in a rural district where materials were not too dear, would about meet the requirement. I should tell you that we have everything in the shape of hot and cold baths. We have a large gymnasium, 80 feet by 40 feet, and there is everything of that kind which can be required as an appendage to the school.

Adjourned

Thursday, 16th November 1865.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Rev. W. Tuckwell, M.A.
16th Nov. 1865.

The Rev. WILLIAM TUCKWELL, M.A., called in and examined.

10,352. (*Lord Taunton.*) I believe you are the head master of the College School at Taunton?—I am.

10,353. How long have you held that situation?—A year and a quarter.

10,354. You are a graduate of Oxford?—Yes.

10,355. Had you any previous experience in tuition?—I was master of New College School, Oxford, for six or seven years, and I was an under master at St. Columba's College in Ireland for two or three years.

10,356. Will you have the kindness to state to us what is the nature of this College School at Taunton. It is a foundation, I believe, of Bishop Fox?—Yes.

10,357. Of course that was in the pre-reformation period?—Yes.

10,358. Will you state the nature of the foundation?—Bishop Fox in 1522 built within his manor at Taunton a schoolroom and a master's house, but annexed no emoluments to his foundation, and he has left no discoverable documents of any kind regarding it. Fifty years afterwards a Mr. Walbee, a fellow of Corpus Christi College, Oxford, left a sum of money, to be invested by certain trustees as the income of the head master. With that sum of money 107 acres of land at Hawkchurch in Dorsetshire were purchased, which has been ever since and still is the endowment of the head master, unaccompanied with any sort of restrictions or obligations as regards the teaching or conduct of the master.

10,359. Was that second bequest made after the Reformation?—I find the date given is 1553.

10,360. What is the present value of the endowment?—The head master at present only receives the reserved rents, which amount to

28*l.* odd. The whole estate has been leased on lives by previous masters. I understand that the value of the property is from 25*s.* to 30*s.* an acre, so that when the lives, most of which are old ones, fall in, the estate, if it lets very well, may represent 150*l.* a year.

10,361. The actual money received on the present system, is under 30*l.* a year?—Yes.

10,362. You think under a proper system, the income which can be calculated upon will be about 150*l.*?—I am given to understand so.

10,363. You have premises I believe, and a certain extent of ground about them?—Yes.

10,364. Is the situation of these premises, and the extent of the ground, suitable for the wants of the school?—No, it is not at all suitable. I should say it is the greatest evil we have to contend with. We want more space and better accommodation.

10,365. Do you think, with regard to the site, that if money could be obtained to purchase the adjacent ground, you see your way to making it a very suitable place for a school for the town of Taunton?—Yes.

10,366. I believe at present this school is conducted as a grammar school, giving the ordinary classical education to boys who are received as boarders?—The ordinary classical education, with other education.

10,367. How many pupils have you?—At present 59.

10,368. They are boarders I believe?—No. 12 are boarders, the rest are day boys.

10,369. Do the endowments go at all towards paying for those boarders and day-boys?—No.

10,370. Except so far as they supplement the salary of the master?—Exactly.

10,371. What is the total expense for the board and education of a boy at your school?—60 guineas a year.

10,372. And what is it for a day boy?—10 guineas.

10,373. From what class of society do the boys in the main come, who attend your school?—They include the sons of country gentlemen, professional men, the higher and, in one or two instances, the second class of tradesmen.

10,374. Generally speaking, should you say that your school was available for the education of the trading classes of the town of Taunton?—Decidedly so, for the higher trading classes. The limit is the question of expense; there is no other limit that I am aware of ever attempted to be put into practice.

10,375. Is the education which you give of a kind which you think, generally speaking, suits the object of a parent among the middling and lower tradesmen of Taunton, sending their sons there?—I think so. I have tried to combine classical and commercial education, and I think I have done so satisfactorily to myself and to those parents who have hitherto sent their boys there from both classes.

10,376. How do you account for your day boys not being more numerous?—I found only 22 in August when I came, and they have risen to nearly 50 since that time.

10,377. Could they be increased indefinitely as far as the premises are concerned?—They could be increased considerably.

10,378. I mean without adding to the existing premises?—They could be increased perhaps to the number of 150 boys. The whole premises would, without absolute discomfort, accommodate that number.

10,379. But there is a great want of accommodation round the school?—An absolute want.

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10,380. A memorial has been sent to us, signed I believe by some of the most respectable inhabitants of Taunton, among which your name is to be found, stating that there is a great desire to engraft a school on the proprietary principle on the old college school, with a view to extending its usefulness?—It is so.

10,381. Will you have the kindness to enter into some account of what is proposed by such an amalgamation of a proprietary school with the college school?—In the first place the existing site and conditions are fatal to the increase to any extent of boarders, and the terms of the day boys being so low it it is only by means of boarders that the school can be made to return such a sum of money as may put us in a position to get those advanced masters, apparatus, and accommodation which are required. The people of Taunton feel very strongly that if they can, by means of improving the school, attract a sufficient number of boarders to return a handsome income, the change will react in a most marked way on the inhabitants of Taunton, first, by giving them extraordinary educational advantages at a very low price, and, secondly, by immensely improving the town itself, not only in a commercial point of view but also by the additional intelligence and intellectual development generally which will be produced by the residence of a much larger number of gentlemen in the town and its neighbourhood (who we hope would be attracted by the improved school), than has hitherto been the case, or than in a purely agricultural country town is likely to be the case.

10,382. In short they look forward to providing a better education for their children, and also the general improvement of their town?—Yes.

10,383. In what way is it proposed to introduce this proprietary element?—By means of a company, on the limited liability principle, who shall be the proprietors of the establishment, who, in conjunction with those persons who now represent the interests of the school, shall have the appointment of the head master, and shall be supreme in all commercial questions.

10,384. Do you propose absolutely to absorb this endowment in the proprietary system, or would you still reserve that as a trust for the town, which under no circumstances can be imperilled by any failure in the proprietary part of the establishment?—We think it decidedly due to the town that either the existing endowment, or a sum of money which represents it, shall be secured for ever to the town for educational purposes, but that meanwhile it shall be, if possible, applicable as part of the general possession of the shareholders.

10,385. Have you at all calculated what sum of money it would require to raise by shares in order to purchase the ground which you think necessary to put your school on a better footing in the neighbourhood of the existing buildings, and for other purposes?—We think that from 7,000*l.* to 10,000*l.* would be amply sufficient to give us boarding accommodation for 100 boys, and such an exterior and such an arrangement of class rooms as is necessary for a much larger number than 100.

10,386. Do you believe, from what you know of the feelings of the town of Taunton, and your general knowledge of those subjects, that it would be possible to raise a sum of that kind by shares?—I am given to believe that it is so. I have personally seen the greater number of the inhabitants of Taunton, both professional and otherwise, and the enthusiasm with which they appear to support the scheme makes me feel that, with proper assistance from the neighbourhood, we shall have no difficulty in raising the money.

10,387. I believe this scheme is supported at Taunton by persons of all political and religious persuasions ?—Entirely so.

10,388. There has been no party feeling about it ?—None whatever, either religious or political.

10,389. How is the appointment of head master made at present ?—By the Warden of New College, Oxford.

10,390. Has the Warden of New College himself expressed a willingness to waive his right of appointment, or to modify that right, if this scheme is carried out ?—He has agreed to share it with any other representatives of such a body of shareholders as may come into existence.

10,391. Do you know whether the warden is favourable to the scheme generally ?—Extremely favourable.

10,392. How are the under masters appointed ? — By the head master.

10,393. I believe one of those gentlemen is a first-class man at Oxford ?—Yes.

10,394. You desire, therefore, to give a thoroughly good classical education ?—Yes.

10,395. You have also, I believe, attended more than is usual in schools of this description to physical science ?—Yes, I may say I have attended to it very much.

10,396. You propose to have the means of accommodating a great number of day boys from the trading classes in Taunton. Would you propose to give those boys—the sons of small tradesmen in Taunton—precisely the same education in point of classics and mathematics which you would give to a young man who was going to the University, and to the learned professions afterwards ?—Certainly not.

10,397. In what way would you provide for that ?—The technical process by which I do it is simply this:—I ascertain when a boy comes to me whether he is likely to go to the University, or to adopt a commercial or other professional life, which will not require University training. Those who are to go to the Universities learn Greek, those who are not, substitute German for Greek, and give at the same time especial attention to mathematics, and other subjects of a more commercial character.

10,398. I presume that generally speaking the son of a small tradesman at Taunton would be taken from school at a much earlier age than a boy who was destined for the learned professions ?—Yes.

10,399. How late do you suppose, generally speaking, they remain ?—Never past 17, not often past 16.

10,400. Do you think that the son of a small tradesman would generally stay with you till 16 ?—I think if his father found that he was doing well, there is a certain loyalty to the scholastic institution which would induce the father to keep him there as long as possible.

10,401. Have you observed a great and increasing disposition on the part of the class to which I have referred—shopkeepers and small tradesmen—to devote more time to the education of their children than used to be the case ?—I hardly know what used to be the case, but I find the prevailing sentiment to be regret that they themselves had not been more highly educated, and a determination that their sons shall be so.

10,402. Would you propose to teach Latin to all boys in the school whatever their future destination, and however early they might leave you ?—No, not however early they might leave me. I should make an exception in this case,—if a boy came at a comparatively late age, 14 perhaps, to be with me not more than a year or so, I should not

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teach him Latin, supposing him to have known no Latin previously; but that would be the only exception.

10,403. (*Lord Lyttelton.*) Is the school held on a sort of tenure of usage; are there no documents of foundation or endowment?—No single document of any kind has been discovered either in Fox's own archives or in the Winchester or Corpus documents.

10,404. (*Lord Taunton.*) Your plan if carried out would provide apparently for the sons of gentlemen, the professional classes, who could send their sons as boarders, and it would also provide for the sons of tradesmen?—Yes.

10,405. In the neighbourhood of Taunton there is as you are aware another all important class of the community, I mean the sons of farmers who are too far from Taunton to send their sons as day scholars; is there any way in which you could attempt to provide for their education in your school?—I think there is. I should hope, if this scheme is matured, to submit to its managers the propriety of opening a boarding-house in the town, which should be properly presided over, at which farmers' sons might board at a low rate, and might attend the school as day boys; being as day boys on the same footing with all the inhabitants of the town, not in any sense boarders of the school; their boarding being a mere accident, which at the same time shall enable them to attend the school at the reduced price which is demanded from day boys.

10,406. These three classes of persons, the boys of the class who are now your boarders, the sons of the tradesmen who come as day scholars, and the sons of farmers, who would be boarders in a certain sense with you, all these boys would mix together in your classes, would they not?—Yes.

10,407. Do you anticipate any difficulty in that respect on the part of the parents, or in regard to the boys themselves?—Of course the difficulty, if any, would arise mainly from the higher class. My experience of their feeling leads me to believe that so long as the boarders are comparatively exclusive there will be no difficulty felt by them in their sons mixing with day boys in the games and in the classes.

10,408. (*Lord Lyttelton.*) Who are the trustees of the school?—There are no trustees of the school; there are merely trustees of the property which forms the endowment of the master.

10,409. Who are they?—They are gentlemen of Somersetshire and Dorsetshire, one or two being clergymen, and the rest country gentlemen.

10,410. On what footing do they consider themselves? What do they consider themselves bound by their trust to do?—Nothing whatever but to take care of the property, and pay over the endowment to the head master.

10,411. Do they take no part in the management of the school?—They never have so far as I have been able to ascertain. I am sure they have never interested themselves in it. They have certainly not interfered in the management in any way whatever.

10,412. Do not they consider themselves bound to maintain a school there?—I should say that they do not, for a predecessor of mine existed for a considerable time as the owner of the school property without any school, and he regularly received his rents from the trustees, and without any option on their part.

10,413. Did he put it into his own pocket?—Yes.

10,414. Is it the impression in the town that the trustees would not be amenable to the Court of Chancery for doing that?—The impres-

sion in the town is, that if I chose to shut up the establishment tomorrow, and pocket the proceeds, I might do so.

10,415. Where do you propose to have the site of the new school?—That is a question which is hardly settled, but the present site is a portion of a site which would be an extremely proper one for a large school.

10,416. It would be an enlargement of the present site?—Yes.

10,417. Have you considered in detail the scheme which you propose for the new school?—Scarcely beyond its financial aspect.

10,418. Do you propose to raise the terms of the day boys?—No.

10,419. You propose to keep it at 10*l.*?—Yes; but I have had thoughts of proposing that it should be raised from 10*l.* to 12*l.*, and that such extras as music, drawing, and gymnastics, which are the only three extras we have now, should be included in the general system.

10,420. Do you conceive that among the trading and mercantile class of Taunton 10*l.* a year is about what they can be fairly expected to pay for the education of their children?—That is my impression.

10,421. (*Mr. Baines.*) The school is called the free grammar school; are you obliged to teach without charge the sons of the residents?—No, I am not; I do not know on what authority it is called the Free Grammar School. It has pleased the historian of Taunton to call it so, but I do not know where he got the term.

10,422. Do you at present succeed in keeping the sons of tradesmen of Taunton to 16 or 17 years of age?—Yes.

10,423. Do you find that the parents are very desirous indeed to give them a good education?—Exceedingly so.

10,424. Do you believe that they are willing to pay a fair price for a good education?—It is a question of means with them; they do not think 10 guineas or even 12 guineas too much; if they can afford to pay it, they would gladly pay it, if not, they send their sons to a cheaper school.

10,425. (*Mr. Acland.*) Is not the site in the very heart of the town?—No, it is on the west side of the town; almost outside of it.

10,426. It is close to the market and close to the chief inns?—Yes.

10,427. And it is surrounded on nearly all sides, is it not, by buildings, or within a very short distance?—It is at present.

10,428. Do you not think it desirable to have a decidedly rural site, if it can be obtained, on the borders of a town like Taunton?—Our scheme will throw down the houses on two sides, and make it open in those directions. The change of site is partly a question of funds and partly of accommodation. It must be close to Taunton or Taunton boys cannot come as day boys. It would require a much larger sum to purchase and inclose a piece of ground in the neighbourhood than to extend the present site, but that is a question which I have endeavoured to abdicate and leave to a committee of Taunton gentlemen, who would be much better able to deal with it.

10,429. You do not think that the present site is so valuable, from being in the town, that it could be advantageously disposed of, with a view to purchase a greater extent of ground a little further off?—I am afraid its want of frontage would make it of very little value.

10,430. (*Lord Lyttelton.*) What is the proposed extent of site?—About six acres.

10,431. (*Mr. Acland.*) You would probably contemplate, if possible, having some cricket ground in the neighbourhood if you could?—We have at present a very good cricket ground, and we cannot have a cricket ground within this six acres.

10,432. You would probably hope to have a cricket ground in the

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immediate neighbourhood?—Yes, there would be no difficulty, I think, in that.

10,433. (*Dr. Storrar.*) Have you it in prospect to educate all the boys resident in Taunton above the rank of those who would get their education in the National and British schools?—The only limit I propose is the payment of this sum, and I think practically it would not go down quite so low as you name.

10,434. You do not therefore propose to make any arrangement for the education of what we might describe as the lowest section of the middle class?—The idea has presented itself to me personally how far we could affiliate an inferior school to the existing school, but I have abandoned the idea till we shall come into existence on the footing we hope to obtain in the first instance.

10,435. Looking to the immediate educational wants of Taunton, and keeping out of view the commercial prospects which the people of Taunton as well as yourself may have in your special mode of revivifying this school, may there not be some apprehension of your carrying the education up above the wants of the lower section of the middle classes?—I have no such apprehension from the working of the system. The only direction in which I should apprehend it, would be what I have already mentioned, the pecuniary difficulty.

10,436. That is in truth the only difficulty to which I allude, it is really the main difficulty, is it not?—I suppose that being the case, there would be a stratum between the National school and the middle class school which would not be educated by us.

10,437. Supposing a proposal of this kind were made; that the high element of a classical school preparing boys for the University should be dispensed with, and that the school should be adapted to the purposes of the middle and lower section of the middle class; what would be the view which you would take of such a proposal?—I do not desire only to instruct the middle class, I desire to improve and elevate them, and I think I can do that most by bringing them in contact with the class above them, so that I should shrink from a system which eliminated the upper class; I think that by contact with the gentleman's son the tradesman's son learns that refinement and polish which through life he will find of great service to him; and I should be sorry to deny him the opportunity of acquiring it.

10,438. Does not the pecuniary difficulty of your proposal really eliminate the lower section of the middle class altogether, and deprive him of that advantage?—The lowest section, certainly; but for the sake of the school, looking at it as you desire me to do apart from all questions of commercial advantage, of the two, in the interests of the school and of education, I would rather sacrifice the lowest section than the upper class.

10,439. How would you propose to provide for the education of this lower section?—I do not propose it; I leave that; it does not come within my conception.

10,440. Proceeding now from that to the subjects of education; it is usual I believe, in schools of this description, that the master should recognize some main subject in the school, around which all other studies should range themselves; what would be the main subject that you would adopt in your school?—I suppose the criterion would be the number of marks given. I should allow classics to receive more hours of instruction in the week, and to receive more marks in the case of those boys who were proceeding to the University. That is the only priority I should give to it.

10,441. You would teach mathematics?—Yes.

10,442. You would also teach modern languages?—Yes.

10,443. Would you teach physical science to these boys?—Yes, to all of them.

10,444. You think that you could make arrangements by which you would be enabled to apportion a fair part of the time of these boys, so as to give them the advantage of effective training in physical science?—I think I may say that I am sure I could.

10,445. You have, I presume, had experience as a master in instructing boys in physical science?—Yes.

10,446. Before you came to Taunton?—Yes.

10,447. Where?—At New College School, Oxford. I introduced it there at my own risk and cost, and taught it for five or six years, with those modifications, very serious modifications, which the absence of apparatus made necessary.

10,448. Did you find it both interesting and useful as a means of mental discipline?—Eminently so.

10,449. In both respects?—In both respects.

10,450. Did you find any great number of the boys anxious to avail themselves of this instruction in physical science?—I made it a part of the regular work, and I found that very much the same results were attained as were attained in the case of other subjects; occasionally an idle boy in other respects would find that he had met with his subject, and would light up, but as a rule the boys who take pains in other subjects take pains in this.

10,451. And parents conform to your views just in the same way as they would conform to the views of other masters in other schools?—Entirely, except that they realised the wisdom of doing it with more force than they realised the wisdom of teaching other subjects.

10,452. At what stage of education do you consider it desirable to introduce physical science?—Formally at about eleven years old, informally from the first time that a boy comes.

10,453. Will you be so kind as to explain more distinctly what you mean by "formally" and "informally"?—By "formally" I mean the commencement of the regular teaching of lessons, by "informally" I mean the adoption of an interesting book which shall deal with natural phenomena. Generally I select a useful little book called "Guide to Knowledge," illustrating it as much as possible by means of natural objects, shells and drawings, and by the use of the microscope and air pump. Half an hour twice a week to the junior class would give them if not a general knowledge of the external world, at least a series of peeps into it, and a great deal of interest in it.

10,454. In fact introducing them to the facts of science rather than to the science itself?—Quite so.

10,455. You begin that at the earliest time?—The very earliest.

10,456. You would begin the study of the science at about 11 years?—Yes.

10,457. That would be after a lad had proceeded how far in his other studies, Latin for instance?—It is hard to class boys by their age, but the class in which a boy would probably be at the time that he began mechanics would be reading Cæsar, would be just beginning algebra and fractions, and would have read half the first book of Euclid.

10,458. Will you tell us how you would practically deal with a boy of fair average abilities, who was left entirely to yourself in giving him in instruction in physical science?—After the process which I have described, supposing him to have reached the age which I roughly put at eleven, I should begin by teaching him what one may call

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Physics; he would begin with the properties of bodies, the composition of forces, simple machines, the laws of motion and gravity, optics and acoustics; great care being taken that he should commit all the definitions to memory, and that he should be taught as much as possible experimentally, and not mathematically.

10,459. In what way would that instruction be given, by lectures or lessons?—By lectures, certainly, in the first instance, without the use of a text book. I have written for printing, and hope to print immediately, a list of all the definitions that are required in physics, and I mean the boys to learn them as a part of the memoriter lesson, as indeed they do now. That is had as a memoriter lesson once a week.

10,460. How frequently would these lessons be?—Twice a week, each lasting for an hour. The hour would be spent with as many useful illustrative machines as my funds command; models, screws, hydraulic presses, and so forth, and with good diagrams. The first part of the lesson would be taken up by a repetition of what had been learnt on a previous occasion, which I should exact very minutely. I should also demand that the notes of my lectures should be brought to me once a week in the form of papers, which I should look over myself, going over them with the boys, when anything occurred for notice, encouraging them if possible to commit those notes when matured to a book, which should be kept permanently as a manuscript illustration of what they had done; at the same time I should illustrate as much as possible; and the second half hour would be spent in fresh work.

10,461. You would proceed from mechanical philosophy to what?—To inorganic chemistry. I should teach the laws of the non-metallic elements, the atmosphere, water, and heat. They would be taught in the same way in a laboratory which I have provided, the boys being encouraged to come by themselves to the lecturer on half-holydays in order to verify the experiments, and to make anything clear which was not clear.

10,462. Would light, heat, and electricity come into that department?—Heat, certainly. Light, perhaps, so far as optics cover the subject, would come into the previous part, the physical department. I am not sure that I have made up my mind about electricity.

10,463. I take it for granted that in all this latter portion, particularly in regard to chemistry, you would expect of the boys a perfect appreciation of the scientific accuracy with which experiments and observations were conducted?—Certainly.

10,464. In fact in the chemistry there would be all the principles of combination?—Entirely.

10,465. Would you proceed to other sciences besides chemistry?—Yes. The boy according to my plan would not have reached more than 14 years by the time this was taught.

10,466. You would propose, I presume, except in special cases, very much to limit the subjects in chemistry to the non-metallic elements?—Yes, qualitative analysis no doubt we should endeavour to teach as much as possible, but we should limit it to the non-metallic elements.

10,467. From chemistry you would proceed to what?—To physiology. I should begin with human physiology. It is a question that I am not sure I have yet settled, but I have taken the opinion of all the best teachers at Oxford and Cambridge, and I am disposed at present to begin with human physiology. I find, as far as I have gone hitherto, and as far as I have learnt myself, that in studying the lower animals, the boy is embarrassed by his not having the highest conception of the organ that he proceeds to deal with. His appreciation of the nervous system of a leech is imperfect, because he has not yet realised the highest

form of which the nervous system is capable, and therefore though in theory it sounds better to begin with a first modification of a system, and work it up to perfection, in practice I am disposed at present to think it best to begin with the highest possible manifestation of the functions and organs, and to go downwards.

10,468. Do you think it will be practicable to give such an amount of instruction in a science like physiology, particularly human physiology, to boys who must have but very vague notions of the anatomy of the body? Physiology is really, we may say, the use or action of bodies; do you think that there may not be some difficulty about imparting information as to the use and action of bodies with such a very imperfect knowledge, as boys must necessarily have, of the bodies themselves?—Of course you cannot produce a human subject in a lecture room, but you can produce a skeleton, and the boys obtain the most minute knowledge of the skeleton and of the skull in that way. You can get most admirable wax models of the principal muscles at a certain shop, on a small scale. You may get beautiful models of the eye and the ear, and the drawings that you can get of all the interior of the human body, the digestive organs and so forth, are only second, though of course they are second, to actual demonstration; and lastly, there are a great number of points which you can illustrate by getting a hare or a rabbit from the market, cutting it up, and teaching the boys to handle and see for themselves. I am not, of course, pretending to make first-class physiologists, I am using the study as a means. My object in teaching physical science is twofold:—It is to give that mental training which I believe physical science to give extensively, and it is to open the doors of knowledge which boys will not of themselves open in after life.

10,469. Do you propose any course of instruction in botany?—I hope to make it rather a resource than a subject. I do not quite see how to bring it in, but I have the books that Henslow composed, and I have a very nice botanical garden, which contains an entire collection of typical British plants, and propose next half year, on half-holidays and summer evenings, to take the boys through a course of classificatory botany, and of the natural system.

10,470. Has it not struck you as possible, being in a rural district where you have abundant opportunities of collecting plants, that you might have peculiar facilities for studying botany, that classificatory botany might be a very useful instrument for training boys in accuracy of observation, and that the anatomy of plants, with the assistance of the microscope, would afford you excellent opportunities of giving really scientific information on vegetable physiology?—I had reserved vegetable physiology as one of the luxuries which a boy who had passed through the other course was to indulge in; I have not been able to get it into the course that I contemplate at present. As far as regards the names of the plants, many of the boys know them already; of course to name English plants is not botany; but the boys are encouraged to bring their plants to me, and to the botanical garden, and to compare them. In fact half the boys have acquired the knowledge of a great many plants and something of their habits, which they had not before I came to them. Botany is so far a difficulty with me at present that I do not quite see where to get it in.

10,471. Do you propose any other sciences?—Only as what I called just now a luxury. If a boy going to the University passed through the other course I should encourage him to take up mineralogy, geology, or botanical physiology, or any of those subjects which the microscope opens, and assist him in it so far as I was able to do so.

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10,472. Take geography in its physical aspect—physical geography —do you propose to deal with that in such a way as to afford an opportunity of communicating knowledge of physical science to the boys?—In a general way it is taught to all the classes so far as the drainage of a country and its main constituents are concerned. Every boy learns that in learning ordinary geography. I have not at present reserved it a place by itself.

10,473. Did you carry out your views at all at St. Columba's College?—No, I was subordinate there, in fact then I had hardly formed these views. I began the study of physical science later in life, and learnt its immense value as I proceeded.

10,474. You have only been a year and a half at Taunton?—Not quite so much as that.

10,475. So far as you have gone, have you succeeded in engaging the lively interest of the boys in these physical subjects?—In a most marked way. Their parents incessantly come to me with stories of the way in which boys have carried home their instruction, and in which they carry out the knowledge given them daily in their walks and experiences. Their interest is unmistakable.

10,476. And their interest goes beyond the simple amusing facts of science and extends really into the sciences themselves?—With the upper boys, of course; with the lower boys the amusing part is what one desires to impress more especially.

10,477. Do you think that you really can begin the study of some department of physical science, as science, on the average at about the age of 11 or 12?—I think so, most certainly. It is very difficult to class boys by age.

10,478. I think you have incidentally referred to the use of the microscope in the school?—Yes.

10,479. Do you make a considerable use of it?—In the physiological class we incessantly make very great use of it. We have abundant preparations of every organ, and the boys are taught to analyse them microscopically with very great care.

10,480. Have you any difficulty in carrying out your plans owing to the great expense of microscopical apparatus?—I am fortunate in possessing a good microscope and extensive apparatus, and being myself a tolerable manipulator, so that I can mount specimens without cost to myself, but I am not aware that excellence combined with cheapness can be carried much further as microscopes go than it is carried now. A three guinea microscope is within the reach of most establishments.

10,481. Mention of the microscope leads me to the telescope; do you contemplate giving the boys any information in astronomy?—It is one of my dreams at present; it is a thing I look forward to very much, but I know so little of astronomy, that I have not ventured to do more than hope to do it at present.

10,482. (*Rev. A. W. Thorold.*) Do you teach any drawing at present in your school at Taunton?—Not, I am sorry to say, as part of the school teaching. The boys who choose to learn it go to the neighbouring School of Art, and it is treated as an extra.

10,483. Do you think of introducing it in the school which you hope to establish?—I desire to introduce it most earnestly.

10,484. You feel that it would have an admirable mental effect on the boys, so far as observation and accuracy are concerned?—Of course it would supplement the teaching of physical science most remarkably, by cultivating from a different point of view the same faculties.

10,485. Have you ever had it asked for by the parents of the boys?

—Yes, chiefly with a view to an end; with a view to the future engineer, and so on.

10,486. You are aware perhaps that in the National schools in large towns it is now taught as a matter of course?—I was not aware of that.

10,487. A small extra sum is paid for it, and the parents are generally content to pay it?—I was not aware of it.

10,488. How many boys go to the School of Art at Taunton?—Something like one sixth of the whole number, I think; that is about ten boys.

10,489. They pay their fees there?—They pay their fees there, a limited fee. The schools are taken at a limited price by the managers of the School of Art.

10,490. (*Mr. Acland.*) You referred, I think, in the course of your teaching of physical subjects to the boys taking notes; do you encourage them to draw diagrams carefully in making these notes?—Yes, it is understood that the marks which a paper receives are materially influenced by the mode in which the diagrams are drawn.

10,491. So that in fact you do in that way encourage linear drawing as distinguished from artistic drawing?—Indirectly, most certainly.

10,492. (*Mr. Erle.*) Do you find that the instruction in physical science interferes with the concurrent progress of scholars in classics and other ordinary subjects?—No, the contrary, as far as my present experience goes. The two boys for whom I am expecting most distinction at Oxford are fonder of the physical sciences than any that I have.

10,493. Your only difficulty is in finding time for both?—I think I have surmounted the difficulty. Time is more or less elastic, and I think I have contrived to draw it out to a very considerable extent.

10,494. The result would be that, finding time, the intellect of the boys would be quickened, and they would not fail to make progress in their former studies?—Certainly.

10,495. (*Mr. Acland.*) At New College did you carry the teaching of physical science out so far as to be able to give that opinion as the result of your experience there?—Very much so.

10,496. (*Dr. Storrar.*) It has been stated in evidence by a previous witness that he had thought he had seen boys whose attention had been turned to physical science lighted up profitably with regard to their classical studies; that he had found boys, who had been indifferent or dull in their classical studies, become awakened to the use of their intellects by the study of physical science; have you any opinion upon that subject?—I have not noticed it at present. I have been cheered to find dull boys lighted up, abstractedly, by the introduction of physical science, but I have not found that it had any bearing on their classics.

10,497. It was also stated in evidence that boys in the modern department of a school have been lighted up, or at least made more precise and mentally active, by the introduction of Latin. Have you ever noticed the effect of Latin as being advantageous to boys who were chiefly studying modern subjects?—No, I cannot say that I have.

10,498. (*Lord Taunton.*) I presume that, to carry out the scheme you have in contemplation, it would be necessary to resort either to the Charity Commissioners or to Parliament; have you considered that question?—It was with the hope of being put in the way of making such resort, that the memorial was sent by the Taunton gentlemen to the Commission. We shall not feel in a position to call our meeting, and establish our preliminary arrangements, until we have some hope that

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the present site and endowment may possibly become part of the shareholders' property.

10,499. You are aware that this Commission has no power in the case?—I understand as much.

10,500. Have you looked into that point, as to what practical measures should be taken under existing circumstances for carrying your views into effect; whether it would be necessary to resort to Parliament, to the Charity Commissioners, or to whom?—I believe we are pretty clear that we cannot do it without resorting to some legal body, but I am not aware that we know more than that.

10,501. (*Mr. Acland.*) With reference to the education of those portions of the population of Taunton who would be unable or unwilling to pay 12*l.*, are there not some other large institutions of a public nature in Taunton?—There are two large dissenting colleges.

10,502. Can you state what their terms are?—I think eight guineas a year, including books.

10,503. Nothing lower?—No; and practically they do not draw much from Taunton, they are great boarding schools for the rest of the country, but they discourage day boys and do not get them.

10,504. (*Lord Lyttelton.*) With reference to the religious teaching, is not a portion of your endowment dependent on the school being a Church of England school?—I am very glad to have an opportunity of referring to that. It is not the endowment, but it is in this way; a gentleman in Taunton a few years ago presented a site worth 500*l.* and annexed it to the College school on the condition that the catechism should be taught to every boy in the school, and if under the new system we open our doors and are prepared to receive any boy who likes to come without forcing him to learn the catechism, we shall be met with a difficulty as regards this property.

10,505. You would be liable to lose that particular property?—Yes.

10,506. There is no other restriction or religious regulation connected with the foundation?—None at all.

10,507. Is the effect at present this, that the school is rigidly a Church of England school?—Yes.

10,508. And that all the school children learn the catechism?—Yes.

10,509. (*Mr. Erle.*) To whom would this site devolve if the condition were broken?—To the Hospital.

10,510. (*Mr. Acland.*) Have you any suggestion to offer to the Commission connected with the examination of schools?—It has occurred to me that examiners might be appointed who might divide the schools of England, who might group together schools within a certain diocese or district and examine them together and classify them.

10,511. Do you think it a disadvantage to a school that it should be inspected by itself alone, without competition?—Yes.

10,512. Do you also think it an imperfect system of examination which selects only a few boys out of a school for examination?—Yes.

10,513. Will you point out how you would remedy those two defects?—Reserving the question of how they are to be paid, I should like to see examiners who would examine a set of schools which should be grouped together, examined by particular examiners, who should classify the boys irrespective of the schools they came from; that if there were 600 boys in the schools they examined, they should classify those 600 boys together, so that one might see not only which boys but which schools had done best. The Oxford and Cambridge local examinations offer something of the kind, but in the first place they are incomplete

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because there is a very great difficulty in getting the upper class of society to come to them; and in the second place they avoid a valuable group of boys in any school; those, namely, who have passed the junior examination, and are not old enough for the A. A.

10,514. By what authority should you think it desirable that such examination should be set on foot?—It has occurred to me that whatever authority legislates for our schools might appoint such examiners, and it has also occurred to me as not impossible that they might be paid by a tax on the vast number of exhibitions attached to different schools; of course the question of payment would arise, and that occurred to me as a manner in which funds might be got without pressing heavily upon anybody.

10,515. Would you favour the establishment of a Government board or Ministry of Education responsible to Parliament, to deal with such a question?—I think so, as far as I can see.

10,516. Have you considered in what way you would provide for local interests and local examination; have you ever thought of forming any local board to deal with these groups of schools, or can you suggest any kind of board which might advantageously make the local arrangements?—I had thought of a central board which might send examiners in the way that the Schools Inquiry Commissioners have sent their Assistant Commissioners over England to inspect schools.

10,517. To make that a permanent arrangement?—Yes.

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The Reverend JAMES WALLACE, M.A., called in and examined.

10,518. (*Lord Taunton.*) You are the head master of the endowed school at Loughborough?—Yes.

10,519. How long have you held that situation?—Five years at Christmas.

10,520. Are you a graduate of either University?—Of the University of Cambridge.

10,521. (*Mr. Erle.*) I think your school is one branch of a large charity?—Yes.

10,522. What is the income of your school, derived from the endowment of that branch of the charity?—I think it is returned as 688*l.* 16*s.*

10,523. You have sufficient buildings for the use of the school?—We have a beautiful building. It was built about 15 years ago, at the cost of 6,000*l.* It is a beautiful building, and beautifully situated.

10,524. In what manner is that income from endowment applied?—First to educate the sons of gentlemen and the middle classes.

10,525. I mean in what manner is it paid, and to what specific purposes. What are the incomes of the masters?—I have 200*l.* a year, the second master has 120*l.*, the commercial master has 100*l.*, the French master has 80*l.*, and there is a certain sum set apart for stationery and the like, amounting to about 30*l.* Then I think the remainder goes to the salary of the porter who takes care of the school buildings.

10,526. Are the repairs of the building provided for otherwise?—The trust pays everything. They pay even the rates. I have not paid a rate since I have been there.

10,527. What number of scholars have you?—97. Between 90 and 100 has been the average for the last three years. There were 45 when I came.

10,528. Day scholars?—Including the commercial master's boarders there are about 80. He has some from the neighbourhood who come,

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and some from a distance. He is allowed to take boarders. There are altogether about 80. I have 15 boarders in my house.

10,529. Have you no day scholars who come to your department of the school?—It is only one department at present. One of the things we want to get is this division.

10,530. I thought you said the commercial master had so many?—He is called the commercial master. He practically teaches the writing and arithmetic, and takes such part of the work as I choose to assign to him. It is a name that was given when the scheme was re-organised.

10,531. It would be more accurate to say that there are so many day scholars?—Yes, all receiving the same instruction, except in one department, the agricultural department; that is separate.

10,532. Then you have boarders?—Yes.

10,533. How many?—I have 15 now. Their number has gradually risen in the last five years. I began with two, and they have been gradually getting up with the school.

10,534. And the commercial master?—He has 10 or 12.

10,535. What payments are made by the boarders?—50 guineas per annum includes everything, except books and medical attendance.

10,536. Is that regulated by trustees?—I may not charge more than 60*l.*, exclusive of the school fees; so that at the outside I can charge them 64*l.*

10,537. Your school is governed by a scheme of the Court of Chancery?—Yes.

10,538. And the payments are defined by that scheme?—Yes.

10,539. What is the payment for the day scholars?—They pay 4*l.* a year, quarterly in advance, which covers everything, stationery included, excepting drawing, which is 2*l.* a year extra, and drilling, of course, which is taught out of school; but that covers the whole of the instruction required for an University education and stationery.

10,540. Then the income of the school, in fact, consists of 688*l.*, and the payments by the day boys?—Yes, the payment on the whole school; because my terms, 50 guineas, include the 4*l.*, so it is the payment on the whole number.

10,541. The boarders and day scholars together are, how many?—97 now.

10,542. How many masters have you?—Six.

10,543. What duties are assigned separately to each master? You superintend the whole?—I superintend the whole. I take the whole classical instruction of the sixth and fifth forms and half the fourth form; the second master takes half the classical instruction of the fourth form and the whole of the third form and the mathematics; and the commercial master takes the little Latin that is done in the second form. The assistant master teaches English, writing, arithmetic, geography, history and so on; the French master teaches French and German; and the agricultural master helps in the arithmetical instruction, and has his own department. He is lecturer on agricultural chemistry, and he takes that department entirely and well, and besides that assists in the instruction of the school, so as to let his form have a variety of teachers.

10,544. To what social class do the day boys chiefly belong?—The majority of them are the sons of agriculturists and large tradesmen, and there is a fair proportion of gentlemen's sons besides.

10,545. And they pay only 4*l.* a year?—That is all. I ought to state that they cannot be admitted without a written recommendation from two householders countersigned by a trustee, so that the school is very much more select than that sum would seem to imply.

10,546. Do you think the same classes of persons would object to pay higher fees than 4*l.* a year?—Some would. If it had been made 6*l.* when first the scheme was revised there would have been no difficulty about it, but it would take some time to live down the opposition if we were to raise it now. It has been very anxiously discussed by the trustees and myself, and it seems to be the general opinion that, if we were to raise the head money now, it might diminish the numbers very seriously, if raised upon all; but if it had been done at the time 15 years ago, there would have been no possible difficulty about it.

10,547. Could not the rate of payment be raised in the case of future scholars retaining the same charges as now against the present scholars?—It is open to such a very wide answer on account of the nature of the education the people require. I think very many would not come to the school if called upon to pay 6*l.* a year for just merely the commercial education when they can learn the reading, writing, and arithmetic well at the Lancastrian School, only with an inferior class of boys; and I think the condition of the Loughborough people is such that they would prefer their children to associate with those below them at a small expense, rather than come to us at a somewhat higher charge.

10,548. You have considerable manufactures, have you not?—We have a great number of factories, but the large manufacturers do not live in the place.

10,549. But their principal officers, their clerks, and book-keepers, and persons of that class, must be numerous?—Yes.

10,550. They must require a better education than could be received at the Lancastrian schools?—They may send their children there, that is all I can tell you. They ought not to do it. The trustees have felt that so long as Latin was compulsory, or that the boys learnt other things besides the immediate points of an English education, they were not justified in sending them to us, so they sent them to the Lancastrian schools at threepence a week. It is an awkward fact, but there it stands.

10,551. Do many scholars come to you from the neighbourhood?—Yes, a very fair number. They vary in number, of course, a great deal. There are 14 from villages at three, four, and six miles; 14 come in every day.

10,552. Of what class are they, farmers' sons?—Yes, some of them; every class, farmers' sons, a clergyman's son from a neighbouring village, and some of them are living with their relatives. They come 20 and 30 miles to reside with friends for the sake of the education.

10,553. At present what is the division of classes; do all the boys learn Latin?—Yes, except the agricultural division.

10,554. That is a separate division?—Yes; they learn English instead, nothing but English grammar.

10,555. All other boys learn Latin?—Yes.

10,556. Do they learn Greek?—No, they are allowed in particular forms to take chemistry instead of Greek, and that being a subject which requires no, or scarcely any, preparation out of school, and is full of experiments that please both eye and ear, of course it carries the day.

10,557. What physical science do you teach in the school?—Only the chemistry.

10,558. You begin with chemistry?—We do not teach it through the whole school; only the agricultural department learn any physical science at all, and those boys who being sufficiently advanced to learn Greek take the chemistry instead.

10,559. Do you find any difficulty in the union of classes of boys from different grades of society?—Not at all.

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10,560. None whatever?—Not the least; I have two or three boys from county families, and I have in the same form the sons of some small tradesmen and others, and there is not the least possible difficulty of any kind.

10,561. I think I understand from the letter which you have addressed to this Commission (*see Appendix*), that you would think it a great advantage to make a class of classical students entirely separate from the commercial scholars?—In saying yes to that, I am speaking the unanimous sentiment of all the trustees. They think that a division would be an excellent thing, not only for the school, but for the neighbourhood.

10,562. In the commercial school you would not teach classics?—No. I think that theoretically they ought to learn a little Latin in it, and we ought to have a man at the head of it who if required could take boys up to Delectus, so that they could learn a little; but as a rule the people would only require a sound English education.

10,563. Do you attach value to the instruction in Latin as a mode of mental training?—Beyond all words; and my own experience and that of the masters has been that the boys who have withdrawn into the English department cannot compete at all in general intelligence with those who have received the other education.

10,564. Do the trustees concur in that opinion that the commercial school should not teach Latin?—No, it is an opinion of my own. It has never come before them. They concur with me in the necessity of a division, because it is impossible otherwise to suit the wants of the place. I am giving my own opinion from my experience as a teacher that a little Latin would be advisable, but I do not know, if I succeeded in getting a division, that I could enforce it on account of the strong prejudices of the people.

10,565. You would make provision then for having a master qualified to teach Latin at all events?—I think the head of the commercial school should be able to do a little in case it was required, but it is a matter of detail, if the division were made, what work should be done in it. My own opinion is that it would be advisable, but I am afraid that the opinion of the people who send their sons there would be against it.

10,566. Your practical conclusion is that it must be left out in the commercial department of the school?—I am afraid it would have to be so.

10,567. Would that be insisted on by the parents if there were no increase of payment required from them?—I can only judge in the first place that some go away from us, a few every year, to what are called commercial schools in the neighbourhood. They go away from Loughborough, and pay 30*l.* a year as boarders to get an inferior general education to what they can get in Loughborough for 4*l.* as day scholars, but they get rid of the Latin.

10,568. Do you think the payments for boarders should be increased?—No, I am very well satisfied.

10,569. It amounts to about 56*l.* a year?—50 guineas, including the tuition fees.

10,570. But that is much less than would be usually paid by boarders?—Yes, but people who charge that extra sum have masters to pay and houses to keep up. I have neither. I have only to remunerate myself for the board and care of the boys.

10,571. You still find that these sources of income are insufficient for the proper classification of the scholars?—I think so.

10,572. What income would be required for a commercial master who, subject to your supervision, could take the conduct of the whole commercial class?—The present one is allowed to take boarders, and

therefore perhaps it is fair to take that into consideration. For 120*l.* or 130*l.* you might get a very able man.

10,573. And what staff under him?—Two; one, perhaps a master, and the other perhaps a pupil teacher, just out of his time, or somebody of that stamp; but we should have enough if this scheme could be carried out to pay both.

10,574. But still you have excellent buildings provided?—Yes.

10,575. You have an income of between 600*l.* and 700*l.* a year from endowment?—Yes.

10,576. And you have these capitation fees, and the limited advantage which the masters derive from boarders?—But the capitation fees do not go to the general fund of the school.

10,577. They are devoted, are they not, to the general fund of the school, or divided among the masters; they are not taken from the school in any way?—No, but they are not available to the payment of anybody else.

10,578. In what way are they applied?—The trustees deduct 10*l.* a quarter for general expenses, I have half, they take a quarter of the remainder, and the other quarter is divided between the second master and the commercial master; that is according to the provisions of the scheme.

10,579. The capitation fees are insufficient; what difference would be sufficient to make the school pay its own way?—That is a difficult question to answer, because we are all of opinion that if you raise them the boys would go down 30 or 40 at once. They would not pay 6*l.* a year for this divided education.

10,580. Would the declension of the school be continuous?—The trustees feel that they could not send the boys from the high school where they learn reading, writing, and arithmetic well, up to the grammar school to learn the same for 6*l.* a year, when they are learning as well as it is, at threepence a week.

10,581. You have suggested in the letter to which I have referred that the endowments of neighbouring schools should be transferred to Loughborough?—Yes.

10,582. Take first of all the [illegible]ance of Barrow; do you think the inhabitants of Barrow would be [illegible]osed to that transfer?—I cannot tell.

10,583. Do you know how [illegible]ny scholars they have at Barrow?—Four.

10,584. Do you know what is the income?—It is 135*l.* a year, and a small and incommodious house, quite unfit to take boarders.

10,585. Is that 135*l.* the whole income of the endowment?—I understand so.

10,586. It is part of this income which your letter states is applied to the aid of the National school?—Yes, 30*l.* a year is taken off that.

10,587. It leaves about 100*l.* a year?—100*l.* a year and a house.

10,588. There is no other grammar school in that direction, is there?—No; there are no means of getting a classical education between us and Leicester, except at Barrow.

10,589. The endowed schools in Leicestershire are very numerous, are they not?—They are on the other side of Leicester, and I know nothing about them.

10,590. How far is Leicester from you?—Eleven miles, but the school there is one of the joint stock proprietary schools.

10,591. Is there not a grammar school at Leicester?—I think so.

10,592. You would gain something more than 100*l.* a year?—I think so.

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10,593. What is the population of Barrow?—I do not know, but I should think it was from 1,000 to 2,000 from the look of the place.

10,594. And at what distance from you?—Three miles across the fields, four miles by the road.

10,595. Supposing you transferred the endowment to Loughborough, would you propose to give any advantage in the school at Loughborough to boys coming from Barrow?—I do not think so in that particular instance, because at present the boys who want the best education do come. The terms are the same, and they would get this advantage, that instead of having everything taught by one master, they would have it taught by six masters, which would be a great advantage, and I do not think they want any compensation at all.

10,596. Have you any exhibitions in the school at Loughborough which are held at the school?—No, nothing at the school.

10,597. Is there any freedom; are any boys exempted from payment?—None whatever.

10,598. All pay the same sum?—Yes.

10,599. What are the circumstances of the other parish—Woodhouse?—It is a small place belonging almost entirely to Mr. Herrick.

10,600. How far is Woodhouse from Loughborough?—Three miles across the fields.

10,601. Have you any pupils from Woodhouse at present?—Two There are nine boys getting a very elementary education in the schoo there.

10,602. There are nine at present?—In the school at Woodhous and two come to me. The school at Woodhouse is really a kind National school.

10,603. Do you know the income?—I do not.

10,604. I believe it is very small?—Yes, but there is a nice hou there.

10,605. Do you know the instruction which is given there?—It is understand of the most elementary character. I have rather avoide making too many inquiries on the point. I s[illegible]ll down in the retur which has been made to the Commiss[illegible] h[illegible]ve had all the bette class of Woodhouse boys come to me [illegible] last five years.

10,606. What is the population of [illegible]ghborough itself?—10,800, think; between 10,000 and 11,000.

10,607. Is the neighbourhood populous within, say, six miles?—Ther are a good number of villages within six miles.

10,608. (*Lord Taunton.*) It is a manufacturing town?—Yes.

10,609. (*Mr. Erle.*) There is no competing grammar school beside these two small institutions at Barrow and Woodhouse?—None at all.

10,610. Is your school inspected at all?—We have an examiner eve year appointed by the trustees to examine and report upon it.

10,611. An examiner selected by the trustees?—Yes, practically l myself, because they do not trouble themselves about it. It rests wi me to get some one, and to put his name before them. They accept hin and he reports.

10,612. In what form does he report?—He writes a report, which read to them at their next quarterly meeting.

10,613. On the general condition of the school or on the proficien of particular scholars?—Both.

10,614. (*Lord Lyttelton.*) Is the privilege of taking boarders limit to yourself and one other master?—By the scheme it is limited myself. On my appointment I was asked if I objected to the co mercial master doing it, as the class of boys he would get would l totally different to mine, and I said "No." Last Midsummer

agricultural master applied for leave to take some, thinking he might get some farmers' sons to attend his department, and leave was then granted, but he has only one.

10,615. You have an existing division of the school into two kinds, but they are all within the same building; they are not two schools?—I hardly like to call it a division, because there is only one class besides the agricultural class; it is one class alone, not a division, with one master to teach it.

10,616. In every other respect it is part of the general school?—Yes.

10,617. The boys have the same hours of study?—The same.

10,618. How many are there in that class?—About 12 I think now, in the purely English class.

10,619. Are they generally boys of an inferior capacity to the others?—No.

10,620. They go there from the circumstances of their position in life?—Partly from that, and partly they have got an idea that Latin is very dreadful, that it is not to be learnt, and so they go where they can avoid it.

10,621. In regard to this consolidation, will you give us more detail as to what it is you would do? How would you deal with Barrow and Woodhouse?—We have two schoolrooms; one I should set apart for the commercial school, and one I should keep for the grammar school, keeping perhaps five masters in mine and three in the other school, and those boys would attend just as they do now, and pay the same fees. The distance is so small that it would not be worth while to make any compensation to them.

10,622. Do you mean the boys from Barrow and Woodhouse?—I mean all who attend the school from whatever place.

10,623. You would have them attend in different schools?—They must, because one room is not large enough to contain them. I should not wish to make any distinction socially or otherwise between the grammar school and the commercial school, simply a difference in the curriculum of work.

10,624. Do you mean that the boys whom you would expect to get from Barrow and Woodhouse would be of a lower grade than your own?—No; I should not expect to get more from those two places in particular, but it would be for the general benefit of the neighbourhood. The opinion of the trustees is, that if we had this division we should have 60 more boys.

10,625. This division of two schools?—Yes.

10,626. You have now one agricultural class, and what you propose is to have two distinct schools?—Yes.

10,627. One of the commercial and the other of the classical kind?—Yes.

10,628. What would you propose to do with the buildings at Barrow and Woodhouse?—The building at Woodhouse is nothing more than a reasonable residence; it might be let.

10,629. You would keep it for the benefit of the property?—I think so.

10,630. And take the rents for the general endowment?—I thought so. It might be made a very nice dwelling house; it is a substantially built house, with good rooms. The schoolhouse at Barrow is a small house of residence with a schoolroom built on to it.

10,631. At Woodhouse it is used as a National school?—It is used by people whose children receive that education; but some of the children from Woodhouse come to the Lancastrian school at Loughborough, others go to the school in the neighbouring village on the top of the

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hill, Woodhouse Eaves, where they get the education they want, and I believe, better done than it is done at Woodhouse itself.

10,632. Do you think there would be any feeling among the people at Woodhouse or Barrow against having to send their boys to Loughborough, instead of having a school on the spot?—I do not think there would be the slightest at Woodhouse; as to Barrow, I cannot tell. The only thing one can say is that the Barrow people do not, and have not, made use of their own school, and so little have they cared for it that the Charity Commissioners have seen right to authorize the withdrawal of not more than a third of the income. I have not heard of any objection being made to this.

10,633. The buildings at Barrow would continue as they are?—I should think so. It is a house nicely situated, just against the churchyard, and might be let to any one who chose to take it. There are some good rooms in it.

10,634. Have you had occasion to consider the subject more generally; whether any such consolidation or annexation of small endowments to large ones might be done as a general measure throughout the country?—I think it would be very advisable in some cases, because it would enable you to get a large school well officered, with great competition, and therefore a very much better education than could be got disjointedly. I have heard of another instance where it would be very advisable. Within four miles of Market Harborough there is a charity bringing in 1,000*l.* a year that they do not know what to do with. It has provided for all the education, it has provided for building and repairing the churches, and if they could transfer some of their charity to Harborough, it would enable their school to take a very good position, that being a place where a number of gentlemen go for hunting, and who might be very likely to avail themselves of it.

10,635. There are many schools in the country under more favourable circumstances than these two small ones of Woodhouse and Barrow, and in that case it would be *primâ facie* more of a local disadvantage to suppress the small endowments. Has it ever occurred to you whether that disadvantage might be made up to them by having exhibitions for the more clever boys, by competition, in the large central school to which the endowments would be annexed?—I had thought of the question slightly, but our payment is so small that I do not know whether an exhibition of 4*l.* a year, unless you were to give them something over and above in their pockets, would be thought very highly of.

10,636. That is in your own case?—Yes.

10,637. But as a more general question, might it not be for the advantage of the smaller districts, to connect them by means of exhibitions with the central school?—Yes. I question very much whether you would find any small school with an endowment large enough to admit of its being a substantial benefit, both to the central school and to the exhibitioners.

10,638. The idea would be this, that there might be a few exhibitions by means of which the cleverer boys of the districts, where were the smaller endowments, might be received as boarders in the large school?—I think it might be a very excellent plan in some cases. I once asked advice about establishing the thing at Loughborough for the good of the school itself, and without annexing any of those other schools. I was advised against it, but if this is done I think it would be a very good plan; but I think a scale of fees graduated according to distance would be better.

10,639. (*Mr. Baines.*) You spoke of the high school; is that the Lancastrian school?—Yes.

10,640. Why is it called the high school?—Up to 1849 my school was in the same building that that is, and was called the high school. A clergyman was the master of it, and he used to give a kind of mixed education. Then when mine was removed under its new name of grammar and commercial school the old name clung to the building.

10,641. (*Dr. Storrar.*) To the Lancastrian school?—Yes.

10,642. (*Mr. Baines.*) You spoke also of a neighbouring school at Woodhouse, to which some of the children of Woodhouse go, and where they find a better education; what school is that? Is that a private school?—No; the National school at Woodhouse Eaves. It is so close that it is quite accessible.

10,643. Is Loughborough in a good state industrially? Does the trade of Loughborough flourish?—It is now in first-rate condition.

10,644. From what you must have heard from other parts of the country as to what is paid by tradesmen, do you not think that most tradesmen could very well afford to pay much more than 4*l.* a year for the education of their children?—Some could, but I may tell you that at the time the school was re-organized a great calculation was gone into, and it was found that 4*l.* a year bore about the same proportion to an average Loughborough tradesman's income that threepence a week did to the working man's, and that is the reason why 4*l.* was fixed upon.

10,645. Do not many of the middle classes pay a much larger proportion of their income for the education of their children than what the working classes do? Is not that a general rule throughout the country?—I dare say they do.

10,645*a*. (*Lord Taunton.*) Then you see they have enough to live upon besides, which the working classes have not?—They have a little to spare, and although I say it, there is no investment like education.

10,646. Who thinks that?—The middle classes; those who pay the higher sum.

10,647. If they think that, which is a most just sentiment, might you not expect of the middle classes in a flourishing manufacturing town like Loughborough, that they should be willing to pay for a good education a much larger sum than 4*l.* a year?—The experience of all the trustees who live among them, and associate with the agriculturalists and manufacturers, is, that if a larger sum were charged, we should be many years before we recovered ourselves, if ever we did at all.

10,648. You have been accustomed to Loughborough, but if you were told that in towns and villages much smaller and poorer than Loughborough it had been found possible to raise a much higher sum than that, and the parents paid it willingly, that would encourage you to make the experiment, would it not?—That is a very difficult question to answer yes or no to.

10,649. May I ask whether the two schools you refer to should be under the same master and the same general management. You propose a classical and commercial division, and you propose that they should both be under your management as head master?—Yes. I would take the responsible management of both.

10,650. And that you should have the appointment of the masters under you?—That would be a question which we should have to talk over when the scheme was revised. I have really the appointment of no one theoretically, but practically I should appoint nearly all, *i.e.*, none would be appointed unless I approved the choice.

10,651. Do you think it is better that the head master should have the appointment of his own under masters or that it should be left in

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other hands?—I think in humble schools like our own it is very well to have a divided authority. The odium does not fall upon the head master. In large schools his position enables him to bear it.

10,652. (*Dr. Storrar.*) Supposing you were to raise the fees from 4*l.* to 6*l.* and a number of the parents of the boys objected to it, where would the boys go?—To the Lancastrian school.

10,653. Will you be so kind as to give us a sketch of the education conducted in the agricultural school?—English grammar, history, geography, arithmetic, agricultural chemistry, botany, and geography.

10,654. Any modern language?—French.

10,655. Is that taught by a Frenchman?—Yes.

10,656. Who teaches the agricultural chemistry and botany?—The lecturer on agricultural chemistry, one of the masters.

10,657. Does he give his instructions in lectures or in lessons, as an ordinary schoolmaster would do?—In both ways. There are manuals both of pure chemistry and of agricultural chemistry in which the boys are expected to be prepared, and he also conducts his lectures by means of experiments.

10,658. Keeping to chemistry, have you a laboratory?—Yes.

10,659. Can you at all describe the scope of the instruction in chemistry. Can you tell us what field it covers?—I am not a chemist at all. I can only tell you so far that they learn sufficient pure chemistry to pass the examination of the Government school at South Kensington, and then they get into the analysis of soils, and botany, &c., and practical work in the laboratory.

10,660. Of what nature is the instruction in botany; is it scientific botany?—I think they are taught something of the constituents of plants, the different parts, the stalks, leaves, and so on, so far as that is connected with agricultural chemistry, and then the botanical names and designations of the various herbs and shrubs in the neighbourhood.

10,661. Is every boy in this department obliged to learn chemistry and botany?—Yes, so far as I know.

10,662. Is it a popular subject? Do the boys like it?—They like chemistry very well; but I ought to say on the other hand that I think a great many learn chemistry simply because Greek is hard, unless you are talking simply of the department itself.

10,663. I am speaking now simply of the agricultural department?—I think it is popular because it is so well taught.

10,664. Do the parents attach importance to it?—Not what they ought. They do not leave the boys long enough to be thorough masters of it.

10,665. To what age do the boys in the agricultural department usually remain in the school?—It has only been in a really good condition for about a year and a half, and I think that the eldsst boys who take that instruction are about 16.

10,666. You can only say that it has been in a satisfactory condition for a year and a half?—It has been going on for a long time, but it has only been in a thoroughly good condition for that while.

10,667. Are you sufficiently conversant with the subject yourself, or with the instructor in chemistry and botany to give your own opinion or to communicate his as to the value of these studies as discipline to the mind, apart from mere information?—I should say they were no discipline to the mind at all as regards reasoning powers. They train you to habits of observation, and I do not see that they do anything beyond.

10,668. That is your opinion?—Yes; I have never talked it over with the master. I think they are most important studies, chemistry particularly, in these days, for everyone to learn, but I do not think they

are to be compared as a mental discipline with what the other boys take—classics and mathematics.

10,669. Looking to chemistry and botany, not as substitutes for the classics but as additions at least to Latin, you would consider them then of greater value?—Of very great value. If I had the division of the schools I should enforce chemistry or some science upon every one, certainly in the upper four forms, not to say the lower ones.

10,670. (*Lord Lyttelton.*) It is not according to your own judgment that Latin is not taught in the agricultural school; you yourself would enforce it?—I should have liked, if I had the power at the time it was organized, to have had a little.

10,671. You think that to such boys as come to the agricultural class Latin is desirable as well as to others?—We are very peculiarly situated. There is a boy just coming to us who is 17; I would not have him begin Latin: and the agricultural school was established for the use of boys who came first for two years or some short time at an advanced age, when the elements of Latin would be so repugnant that it would be worse than useless.

10,672. I am assuming that boys come within the time of elementary education?—I should have preferred that they learnt it.

10,673. In the event of this second school being established, do you think the feeling of the place would be in favour of having Latin taught in the second school?—No; I think the feeling of the place would be against it.

10,674. (*Dr. Storrar.*) Was the subject of agricultural chemistry introduced into Loughborough from a notion that there was a kind of chemistry specially applicable to agriculture which might be of use to farmers in that district?—It was introduced and the master paid by the Loughborough agricultural association with a view of benefiting the agriculturists in the neighbourhood.

10,675. Then it was not treated so much as science *per se* as information connected with a science that might be transferred somehow to agriculture?—Yes, it was.

10,676. (*Lord Lyttelton.*) In the case of boys who intend to enter into practical life soon after the age of 16, assuming that you would teach them the elements of Latin, do you think they could advantageously learn Greek as well?—Do you mean in the commercial school?

10,677. Yes?—No, they had better not.

10,678. Would you practice them in translation from English into Latin?—No, I am sure it would not be acceptable in the commercial school.

10,679. I am assuming that you do teach the elements of Latin up to 16; would you include in it the practice of translation of English into Latin?—I doubt whether, for the salary, we should get a master able to do it. In the commercial school we never should get it—otherwise, the more thoroughly it is done, the better.

Adjourned.

APPENDIX.

Grammar School, Loughborough,
October 1865.

MY LORDS and GENTLEMEN,

As the members of the Schools Inquiry Commission are empowered not only to inquire into the state of education in the Grammar Schools of the country, but also to consider and report what measures are required for the improvement of such education (due regard being had to all endowments

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applicable or which can rightly be made applicable thereto), I venture to request their attention to the following scheme for the improvement of the education of this district.

The scheme may be described generally as an union and consolidation of the existing educational establishments, and a consequent improvement and extension of the instruction at present afforded therein.

Loughborough, Barrow, and Woodhouse are the schools affected by the proposal, and as all necessary information concerning these three schools is already in the hands of the Commissioners, there is no need here for any specific statement of the work done by each.

A short account of the circumstances of the locality may, however, be well given in justification of what may appear a fundamental change in the school system of the neighbourhood.

Loughborough School, of which I have the honour to be Head Master, reorganized as a grammar and commercial school some years ago, is the centre of education for a large district, embracing the villages lying within a radius of six miles. The instruction there given is (at present) a combination of what is generally understood by a grammar school education and a commercial education. These two somewhat inharmonious elements are, as far as possible, blended together; each being, as may be supposed, a loser by the union. There is, however, an increasing demand for what is called a pure commercial education; not, indeed, affecting the numbers of the school to any serious extent, but a want which our position ought to enable us to supply. Some few boys go every year to (so called) commercial schools in the neighbourhood, and there learn less than they would here, and at a greater cost. Very many others, too, are content to finish their education at the high (Lancasterian) school on this foundation, from an unwillingness to learn more than the merest elements of an English education. It is evident that a division of our school into a grammar school and a commercial school, each having a separate curriculum, though under the management and control of one master, would be advantageous to the neighbourhood and beneficial to the school itself. Such a division would require an increase in the staff of masters, and for this there is no provision under our present scheme, nor any probability of any future provision from the funds of the school.

Now there are two schools in the immediate neighbourhood, each about three miles from Loughborough, where, from circumstances, the endowment is almost thrown away.

1. Barrow School, whose endowment is about 135*l.* per annum, and a house neither large nor commodious. Of this, which is a grammar school, there is no longer any need at Barrow; and indeed one master, single handed, could never hold his own, as teacher of everything, against such a staff as we have here (6), where each department of instruction is under a separate teacher. The uselessness of such a school at Barrow has been so far recognized, that the trustees, under the sanction of the Charity Commissioners, have diverted a considerable portion of the Head Master's salary to form part of the salary of the national school master, the education afforded by the latter being better suited to the majority of the people of the place. Those boys at Barrow who wish for a higher education come to us; the terms for those who receive that higher education at Barrow being the same as our terms for all comers.

Now what I would venture to propose is, that the remaining income of Barrow School, together with the rent of the house, should be transferred to this school at Loughborough, and this would supply us, if our school were divided, with an excellent commercial master, and enable us to embrace a larger number of boys requiring a pure commercial education, and from wholesome rivalry to have them better taught.

The same statements generally hold good, and the same proposition would apply to Woodhouse School, *mutatis mutandis*, due regard being had in both cases to existing claims.

The circumstances of the transfer, the readjustment of the patronage, the rearrangement of, and, if necessary, the compensation for existing rights, are matters of detail presenting no serious obstacles, if the combination of the three schools were sanctioned by the Commissioners.

My firm impression is that the numbers in this school would be greater than the aggregate of all the neighbouring schools, if we were enabled by a con-

solidation of the existing educational revenues to divide and extend our present combined system of instruction, and that the middle class inhabitants of the district affected by the three schools would be greatly benefited by the change.

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I have, &c.

JAMES WALLACE, M.A.,
Head Master of Loughborough Grammar and Commercial School.

Tuesday, 28th November 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
REV. FREDERICK TEMPLE, D.D.
REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Professor CHARLES CASSAL called in and examined.

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10,680. (*Dr. Storrar.*) You are a Doctor of Laws of the University of France?—I am.

10,681. You are Professor of the French Language and Literature in University College, London?—Yes.

10,682. You have been Examiner in the French Language and Literature in the University of London, and for the Civil Service Commission?—Yes.

10,683. You are also President of the Association of French Teachers in England?—Yes.

10,684. Before the events of 1851, I believe you practised at the French bar, and were a member of the National Assembly?—Yes.

10,685. You are aware of the purposes of this Commission: we should be glad if you would give us such information as you can relating to the system of education in France?—I shall be happy to do so.

10,686. You do not, in France, recognise any such division of classes as is usually referred to in this country?—No.

10,687. Therefore the system of education is addressed to the whole population alike?—Exactly.

10,688. Will you be so kind as to give us a description of the system of schools beginning from below and proceeding upwards?—With reference to my university degree it should be stated that we have in France two degrees above the LL.B., viz., the *Licence en Droit*, which is necessary for barristers, and the *Doctorat en Droit*, which is necessary for professors of law. My title is *Licencié en Droit*, not *Docteur en Droit*. There are in France three kinds of instruction, the primary, the secondary, and the superior,—the primary being given in what we call the primary schools, or *les écoles primaires*; the secondary in the secondary schools, which we call *Lycées*, or *Colléges Communaux*, the latter being founded and maintained by the *Communes*, or, as you would say in England, the parishes. The superior instruction is given in the

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faculties. There are two or even three kinds of primary schools. Taking the child from the beginning, it goes first to what we call the *Salle d'asile*, which I might call in English the "infant school." Children remain there from the age of 3 to 7, when they go to the primary school, though they may of course leave before. The system in these *Salles d'asile* is pretty much the same as the system in the infant schools in England. The teaching consists of religious prayers, the alphabet, singing, object lessons. The lessons are never a great deal protracted. After each ten minutes, generally, the children get up, walk about, and plenty of exercise is given to them. The place or house for the *salle d'asile* is provided by the *commune*, or parish. (The *commune* does not exactly correspond to the English "parish," since, I believe, in London there are several parishes, but in Paris there is only one *commune*. One might rather call it "village" or "territorial circumscription.") The *salle d'asile* is maintained by the *commune*. There is a person at the head of it, generally a nun, and there are lady patronesses who visit it by turns, and even pay a subscription to support it. These *écoles* or *salles d'asile* are really successful. There are nearly four thousand gratuitous *salles d'asile* in France. The material part is well cared for: the children are washed, and they may get their day sleep there. No child can enter a French school without a certificate of vaccination. Besides the ladies, an inspector from the local committee of the primary schools inspects them. The children may bring their dinner and it is cooked for them at the establishment. The result is, in general, very good. There is a model *salle d'asile* in the 12th *arrondissement* of Paris. As to the *écoles primaires*, the establishment of them begins with the *commune* or the parish also. A law of 1833 compels every *commune* to have such a primary school. The funds to establish the house as well as to pay the schoolmaster are provided, in the first instance, by the *commune*, then if the *commune* is not rich enough to pay a certain minimum which the schoolmaster ought to receive, the *département* comes in aid by certain taxes. If the *département* finds its funds insufficient to support the primary school, then the State itself comes in both for the construction of the building as well as for the pay of the *instituteur* or schoolmaster. The minimum which is now guaranteed by the State to the schoolmaster is divided into three classes; there are schoolmasters who have a minimum of 600 francs (24*l.*), the second class get a minimum of 700 francs (28*l.*), and the third, or highest class, get 900 francs (36*l*). Besides that, according to a new regulation made by Monsieur Duruy, who has done much for public instruction in France, since he has occupied the post of minister of public instruction, there is another provision, the *communes* are obliged to give to the schoolmaster a *mobilier*, *i.e.*, a certain amount of furniture for his own private use. There are in the budget of public instruction in France six and a half million francs which are destined to help the *communes* to pay the schoolmasters, to provide for the *local*, and in short to assist the *communes* in establishing the primary schools. Since 1833, when the law was made, 29,000 *communes* have built schoolhouses and there are now only about one thousand *communes* all over France that remain without a school-house. The schoolmaster is trained in what in England would be called the training school, which we call *l'école normale*. He enters by competition. By an examination, which is rather severe, he gets either of two degrees, namely, the elementary degree, or the superior degree; the latter is necessary for the superior primary schools. The pay, as I have just said, is a certain minimum besides a house, *mobilier*, and generally besides a garden, and fuel in

many places; he also has certain perquisites, such as playing the organ at church, being secretary of the *mairie*, &c. The school fees vary a great deal, from one franc, perhaps less, to five francs per month. It is fixed by the *conseil municipal* in each *commune*. There are of course exemptions. From the statistics I find that about one-third of the boys and one-fourth of the girls are exempted from the school fee all over France. The fees in arrear are collected for the schoolmaster by the tax collector of the *commune*. To give a general idea of what the schoolmaster might have in France, I would say it might be from 40*l*. to 60*l*. a year. In a statistical work which I have just had under my hands, I find that the *moyenne* or average of a schoolmaster's pay all over France would be 790 francs (32*l*.) a year.

10,689. (*Rev. A. W. Thorold.*) Does that include a house?—Besides a house; and very often a garden and a piece of land. In general, the schoolmasters in France are not badly off.—The appointment as well as the dismissal of a schoolmaster was, according to the law of 1833, reserved to what we call a *comité d'arrondissement*, a committee of the district. France being divided into departments, and departments into districts, there is in every district a committee of primary instruction; this is composed of some notables of the *arrondissement*, the mayor of the *chef-lieu*, the *curé* of the *chef-lieu*, and when there are different religions, a minister of each. The same *comité d'arrondissement* has also the right to suspend, and, according to the law of 1833, to dismiss the schoolmaster; but he has a right of appeal to the minister of public instruction who finally decides. In the meantime the suspension or dismissal takes effect. According to more recent decisions the appointment and dismissal of schoolmasters is in the hands of the *Préfet*, and the authority over schools has passed to a *conseil départemental*. As to the age of the children in these primary schools it is from 6 to 11, 12, or 13, *i.e.*, up to the time when they make their first communion. The subjects taught are reading, writing, the French language, arithmetic, weights and measures, and the catechism and sacred history. As a general observation I may say that the curriculum is extended or may be developed from time to time according to the influences which may be exercised by the authorities. The primary schools in France are inspected, and very severely and seriously inspected, by two or three sorts of inspectors. There is first a local committee which is appointed by the *comité d'arrondissement*, and is composed of the mayor and several notables of the town, always including the ministers of religion and a physician. Then the *comité d'arrondissement* inspects them through its inspector, who is an *employé* of the Government, and who has a right to hold inspection over primary schools private and public. The school hours are three hours in the morning and generally three hours in the afternoon. Thursday is a whole holiday all over France in all establishments.—Besides these primary schools there are superior primary schools which are established in the *chef-lieu du département* or capital town of each department; and also in all towns which have more than 6,000 inhabitants. In addition to what is taught in the elementary primary school they teach in the superior primary school geometry, natural philosophy, natural sciences in general, natural history, general history (the history of France especially), geography, and linear drawing. In some of these superior schools there are what in England might be called scholarships, which we call *bourses*. In the town of Lille there are, I am told, a hundred such *bourses* in the superior primary school. Some of the *bourses* are reserved for boys coming out of the elementary primary schools, and who have distinguished themselves. They are obtained

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by competition. The prizes given at the end of the session are carried by marks obtained in the weekly examinations through the year.

10,690. (*Dr. Storrar.*) What is the amount of these *bourses?*—At Lille I understand it to be 300 francs (12*l.*), which is quite sufficient to maintain a boy.—There are also 4,000 schools for adults in France, established generally in towns, and in some of the large villages. In addition to those, they have also founded 5,000 small libraries, in small towns. There are a few mixed schools, where boys and girls go together. The total number of primary schools in France, including the Normal Schools, are 82,000, attended by nearly 5,000,000 of children, one-third of them being taught gratuitously. There are 37,000 *écoles communales* for boys maintained by the *communes*, and there are 3,500 congregationist schools for boys. There are 13,000 communal schools for girls, and about as many directed by the congregations, the *Sœurs de la Providence*, and others. The primary schools in Paris are of course of the first order. They are directed by men of great talent, generally coming out of the high normal or training school established in Paris. They are entirely gratuitous and cost the city of Paris nearly 3½ millions francs a year.—As to the girls, the system is parallel to the system which is in use for the boys. The greatest number of primary schools established by *communes* as well as the private primary schools are directed by nuns; still there are as well a good many lay persons who direct them. Among the subjects taught needlework is obligatory. They are all subjected to inspection according to law, but it is a very curious fact that notwithstanding my knowing some 50 or 60 French masters here nobody has been able to tell me positively whether the schools directed by the congregations, male or female, are exempt from inspection; but everybody recollects that there is never any inspection done. The salaries of the schoolmistresses average about 665 francs (about 26*l.*). However, there are still nearly 5,000 *institutrices* or females engaged in instruction, who get less than 400 francs (20*l.*); of course, not the heads of schools.—Now, with regard to the *écoles normales* to form the *instituteurs*, there are 80 of them in France. There are *écoles normales*, or training schools, for schoolmistresses as well. The teaching includes generally the piano, because the schoolmasters play the organ at church; some pay, but the greater number of the students in such normal schools receive board and instruction gratuitously; they get the *bourses* or scholarships, which they must gain also by competition. The novitiate of a primary schoolmaster is, when possible, passed in schools. When they are in the *école normale* for the last year, they are generally sent to do duty in some school, in order to learn their work practically. A model *école normale* is at Versailles, where mathematics are very much advanced,—chemistry, natural philosophy, and mechanics also are taught. Latin is never taught in the *écoles normales* except as far as it is necessary to read (not understand) the Latin church prayers. The *écoles normales* are supported by the *département* sometimes with the help of the State.

10,691. Mathematics are taught?—Yes, very high mathematics.

10,692. We understand that no Latin is taught in the primary schools?—No, nor in the normal schools, as far as I know.

10,693. Is the exclusion of Latin a recent arrangement or is it one which has existed from the beginning?—I cannot tell; I do not think it was ever otherwise. I think they wished to introduce it into the normal schools, but I believe it has been opposed.—Now as to the *écoles libres*, or free schools, they are often in very strict competition with the communal schools, and the tendency of *les Frères de la Doctrine*

Chrétienne, Frères ignorantins, &c., is to take possession of the primary schools. They always try to become the primary schoolmasters of the commune. When they cannot, they establish a primary school of their own, and open a competition.

10,694. I understand this, that the attempt of these religious orders is to endeavour to get the nomination to the communal school, and in the event of their failing in that, there is a disposition to set up a private school in competition?—Wherever they can; but, I think, in towns only; they do not seem to care much for the small communes,—for obvious reasons. There is such a school at Colmar, which is very good; at least so I have been told by persons who have been in it. There is one at Cambray, which has even more pupils than the communal school. In general they have as many pupils as the communal school. They go so far as not to require any fee at all, but they make amends by the sale of their books, paper, pens, &c., which they get wholesale, and then sell to the boys or girls who are at the school. In a good many of them there is a *rétribution* or fee, which at Colmar is five francs a month; at Cambray, where formerly there was no fee at all, they now have a fee. The teaching is principally religious. The children must go to mass every day, and between each lesson there is a prayer. They teach the catechism, and when the children are good they recompense them by giving them some absurd or superstitious tale. Half the time is consecrated to prayer. As to their teaching in a practical point of view, according to my information, they seem to bring out a few boys to be shown, whilst the rest of the class are left behind. They teach them writing, reading, the four rules of arithmetic, but geography is optional and so is history. It is a fact, I believe (indeed I can state it myself), that except the friar, who directs such a primary school as I speak of, the others are generally ignorant and uneducated men, who do not belie their self-assumed title of *frères ignorantins*.

10,695. You say with the exception of one who directs the schools the others may be ignorant; that there may be one superior, intelligent man, while the others are very deficient?—They are generally so. You will get that information everywhere. The head master alone is bound to have a *brevet de capacité*; his subordinates are exempted. The latter change a great deal; that is to say, they bring brother so-and-so and brother so-and-so, and as these men are not known by their surnames, only by their religious names, of course they change them as they please. In the first instance, they may bring in a good man, and then send him to another place, and bring in whom else they please; the fact also is that they have found means not to be inspected at all, although in principle the right of inspection exists. They do pretty well as they choose. There are certain things which they are extremely reproached with, *e.g.*, the distinction they make between the poor and rich. In the winter they sometimes distribute clothes. They have a sort of arrangement of the clothes which makes the children to be recognized as wearing the coat which has been given them, a thing which is absolutely contrary to the French notions. There is another thing also which they are reproached with; they still use, though of course it is denied, the famous discipline or ferule, and beat the boys. I have had some positive information through friends, who have been in such schools, who have been beaten, and thoroughly beaten since the law of 1833. As I just said, the inspection is evaded, I cannot say positively how. Even the qualification of the schoolmaster is evaded. The friars do not take their diplomas like the other schoolmasters. It is well known also that there is underground persecution going on on their

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behalf against the lay schools. They employ every means. They are appointed by what they call *la maison mère*, the mother house, and they change very often. As to their efficiency, opinions vary, but the greatest number of persons say that out of 100 boys they push on five or six, and the rest are neglected. The nuns employed as schoolmistresses are exempt from the rule to which lay schoolmistresses are subjected, of getting a "*brevet de capacité*." Their qualification is a "*lettre d'obédience*," delivered to them by their ecclesiastical superiors. Many of them are, like the friars, ignorant and uneducated persons.

It will also be understood that, in the number of congregationist schools, there are some which are well kept, and where the education and teaching are good. These are naturally always quoted when some revelation is made upon their system.

10,696. I suppose we may fairly infer that this is an ordeal through which not only what we call in this country the humbler classes, but the lower section of the middle class pass?—Every section passes, or may pass, through it. With regard to the fee, my father used to send a higher fee, and it was then the habit for persons in a better condition to send a little higher fee. At that time the regular fee was still lower than it is now.

10,697. What I mean is this, that the education of the farmer and shopkeeper will stop at the top of the primary school?—Yes, generally that is the education the lower classes get; but we must not confound the shopkeeper in France with the shopkeeper in England. The shopkeeper in France belongs to the *bourgeoisie*; upon the whole we cannot make such a distinction as the question supposes. It is not the shopkeepers but the children of the workmen, who stop at the primary school, although there are many of them who, when they have the opportunity, go into the *collége communal* also, with an exemption from the fees.

10,698. (*Dr. Temple.*) Do the upper classes send their children to the same primary schools?—Some do.

10,699. Even the wealthiest?—I have been there with the sons of persons of rank and wealth. It is well known that the sons of Louis Philippe used to attend the classes of one of the *lycées* at Paris.

10,700. (*Lord Taunton.*) Do the sons of large landed proprietors and great merchants go to these schools?—Yes. I have been with the sons of deputies or members of Parliament, in the primary school. All classes are mixed. This may, however, not be the case generally in large centres of population, where the children of the wealthy classes are often sent to private schools. Fashion has necessarily much to do in this. Still the best instruction is known to be given in the public or communal schools, so that unprejudiced persons give them the preference for the education of their children. The sons of the nobility are generally educated at home or at the Jesuits.

10,701. (*Dr. Storrar.*) These boys are mixed up in the school even with the very poorest?—Yes. It is not so, as I understand, in the schools of the friars, where there is a distinction made between the poorer and the richer classes; but that is absolutely contrary to French inclinations.

10,702. (*Mr. Acland.*) Have not a great many schools of the Jesuits and other bodies been founded, to which the gentry send their sons?—There are indeed free primary schools and free secondary schools directed by Jesuits, where the gentry send their sons to be educated; congregationist establishments are not wanting.

10,703. My question was rather this, do not a great number of the gentry of France, especially those who have strong religious feelings,

avoid the state schools in general ?—This may be for persons who have strong religious feelings, but not for the gentry in general, for what is called religious feeling is too often party feeling in France. In the provinces it is hardly possible, since there are 40,000 *écoles communales primaires* for boys and only 3,500 congregationist schools. It is quite true that the higher classes of proprietors do not always send their children to the primary school in a village, but still it is the case at present that our primary schoolmasters are very good. The old ones now are gone, the men who succeeded them have been educated in the *écoles normales*, and their instruction really is good; only when the boys and girls come out of the school and do not follow up their instruction, they lose what they have learnt at school, and that is the reason why the *écoles d'adultes*, or adult schools have been founded. There are some 4,000 such schools, and Government favours them. They increase rapidly every year. The classes meet in the evening; the fee, in the department of the Seine, is 10 francs per annum. This is due rather to M. Duruy, who I believe entered the ministry on the condition that he should be allowed to bestow such benefits to the instruction in France.

10,704. (*Lord Lyttelton.*) Your father sent a higher fee to the schoolmaster; is that general among the gentry?—I believe it was general at that time, but now that the fees are higher perhaps it is no longer so. The fees were then so low that a gentleman could hardly allow his son to be at a primary school without paying more, and that probably was my father's feeling.

10,705. That is not so much the case now?—I cannot speak to the practice at present.

10,706. (*Dr. Storrar.*) Will you proceed now to the secondary schools?—The secondary schools are called either *lycées* or colleges, the *lycées* being in the pay of and established by the Government, whilst the colleges or *colléges communaux* are maintained by the communes. As to the formation of professors, there is at Paris a celebrated and excellent school called the *Ecole Normale Supérieure* of Paris, where young men enter by competition. They must be B.A. or B.Sc. to enter as competitors, and they must compete in order to enter. According to the law, the *école normale* is gratuitous entirely save an outfit of 300 francs; that is to say, the pupils get their board, lodging, and teaching for nothing, and I have been told that they even receive money. The teaching there is of the highest order. The students attend lectures at the *Sorbonne*, at the *Collége de France*, at the Museum d'Histoire Naturelle, at the Ecole Polytechnique, &c. They have *répétitions*, and, therefore, get the advantage of public teaching and of private teaching; the *répétiteur* being nothing less than a sort of private teacher who might repeat a lecture for a pupil either privately or publicly. This system of *répétition* exists everywhere in the colleges of France. Then, besides that, the students unite to study in groups, in what they call *'Conferences,'* a mode of study which has proved very useful, and establishing truly fraternal relations between the young men. In the last year they are also sent to make a sort of novitiate in the *colléges communaux*, or in the *lycées*, either in Paris or in the provinces. But they cannot get the title of professors without having passed the ordeal of the "*concours d'agrégation.*" The *écoles normales*, and the superior teaching in France cost five millions and a half of francs. The *lycées*, which are the principal means of secondary instruction in France, are about 100 in number. There are four classes of them which cost to the State three millions of francs. I have taken as an example one of the best *lycées* in France, that of Metz. There

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are about 1,000 students there, 600 of them are boarders (in 1863 there were 62,762 boys in all the *colléges communaux* and *lycées* of France). It is the State which administers everything; it receives the fees, pays the professors, and provides for the board and for the house. The material administration is in the hands of an *économe*, or in English a steward. The steward has a very high rank in the school. He has the same position as the *censeur*. Under his orders he has two *sous-économes*, besides the *dépensier* or bursar, who has the charge of the purchases. There is also a *capitaine d'habillement* who takes charge of dressing the boys. There are two physicians attached to the establishment, and five sisters of charity. Except these, no female servant enters an educational establishment in France. The students pay 900 francs a year; in the *lycées* of Paris it is, I believe, 1,000 to 1,200 francs. Besides these 900 francs (36*l.* a year), they have also when they enter the school to pay, for a *trousseau*, or outfit, 600 francs, which are paid once for all. Without any extra charge they get board, lodging, and washing; they are taken care of in case of illness during all the time of their stay in the college; they receive the most complete instruction the college can afford to give; they are prepared for the superior schools of the Government, the *Ecole Polytechnique*, the *Ecole Navale*, and *Ecole Forestière*, and the *Ecole de Saint Cyr*; they even receive the books. The boys are distributed into *études*: There are 20 students, sometimes more, in one room or dormitory. The same boys who are in the same dormitory are collected together in the same study room. They are under the direction of the same men, and they have the same servants. As to the *personnel* for teaching, the head master is called *proviseur*.

10,707. That would be equivalent to Principal?—He is the Head Master or Principal. He has a fixed salary; besides which he receives his *frais de représentation*, that is to say, a certain amount of money allowed to him every year to receive his professors, and the other persons who might be connected with the *lycée*. Under him there is a *censeur d'études* who has under his direction a *sous-censeur* or general surveyor. The very word *surveillant général*, shows that the *censeur*, and his deputy, the *sous-censeur*, is charged with the duty of a sort of permanent inspection all over the *lycée*, especially for the studies; it is he who regulates everything. Next to the *censeur* is the *aumonier*, or chaplain, who takes charge of the religious instruction. The classes are nine in number; that is the regular classes, or general classes as they call them. Boys entering at the age of nine enter in the ninth class; then the eighth, then the seventh, and so on, and so come up to the second. The second is followed by what we used to call *la rhétorique*, and then the class of logic and philosophy. There are, therefore, nine professors teaching French, Latin, Greek, and arithmetic, up to a certain point. Only in the higher classes the specific training takes place. There are besides these nine professors, two special professors for literature; four for higher mathematics; there is a professor of chemistry, a professor of natural philosophy; a professor of history and geography; a master for German, a master for English, two *répétiteurs* of mathematics and two of literature who are charged with repeating the classes, and also with the private teaching to the pupils. Lastly, there are ten *maîtres d'études*, or masters of studies, holding the degrees of B.A. or B.Sc. The *maître d'études* has special duties; it is he who has the direction of the boys. They are always in his presence. He takes them when they leave the professor, and he conducts them to the room of the professor, so that they are always under the direction of some one.

There are also two professors of drawing; three masters of gymnastics, fencing, dancing. In the higher classes the boys are obliged to take lessons in riding. The professors in the *lycées* do not live in the college. They all come from the *école normale* of Paris. Their salary varies from 3,000 to 6,000 francs. Some of them even get 8,000 francs, which is considered very high indeed in France; that is from 120*l.* to 320*l.* As to the *maîtres d'études*, I believe I must add a few words. They are necessarily an inferior class of masters. They very often go into these places to get exempted from the military conscription. Their *traitement* or salary is 900 francs (36*l.*) besides board and lodging. As to their intervention in the education, it is extremely important. The professor's work does not extend to watching the boys; in the higher classes he does not, as a rule, put questions or correct exercises; that is done by the *maître d'études* or by the *répétiteurs*. The professor comes for his two hours, teaches, and tries to make the boys understand his teaching. The boys are obliged to take notes, and then to assimilate what they have got from the professor during the *étude*.

10,708. He is present at the lecture of the professor?—Generally; he keeps order in the class; the professor has nothing to do with that. The professor is a sort of demi-god, who appears and delivers his lecture. He is extremely respected, and very often liked, because he is really a superior man; it is not too much to say he is often a remarkable man. The boys who are disposed to be unruly are kept in order by the *maître d'études;* but, as a rule, the classes of such professors are extremely well and sternly kept. The discipline is well known to be extremely severe in France; but it is the *maîtres d'études* who take care of what I may call the drudgery. It is they who correct the exercises; they see that the work of preparing for the class is done; and in fact they do such duties as professors are obliged to take upon themselves here.

10,709. Will you be so kind as to enlarge a little upon the functions of the *répétiteur*?—The *répétiteurs* are also professors of a high order. They have the duty of superintending the repetitions of the classes. For instance, when the *censeur* on the professor decides that a class ought to repeat, the *répétiteur* has the duty of superintending the repetition, conducting it as the professor has done, in order to bring the boys to understand. Then he would also have to teach privately. The repetition is therefore, as I said just now, a combination of the private system with the public system.

10,710. The *répétiteur* steps in in the more advanced classes, as it were?—In all classes. There may be a *répétiteur* for all classes, but it is generally for the high classes.

10,711. Now as to the distribution of time?—The distribution of time for the in-door part (of course omitting the outsiders) is this:—They all rise at half past 5 in the morning; study from 6 to half past 7; breakfast, and have play or recreation, from half past 7 to 8. From 8 to 10 there is a class; from 10 to 11 linear or graphic drawing every day, obligatory for every one. From 11 to 12 study again. It is during those studies that the questioning of boys by the *maître d'études* and the correcting of exercises take place. From 12 to 1 dinner and recreation; drilling is done during this recreation. From 1 to 2 study, drawing; from 2 to 4 class; from 4 to 5 lunch and recreation. From 5 to 8 study, questioning, *vivâ voce* examinations, done by the *répétiteur;* and by the *maître d'études*. The boys are called individually out of the room, and then are asked questions by the *répétiteur* or others. At 8 o'clock they sup. After supper the little

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boys go to bed, but those who prepare for examinations may stay up to work still more.—Therefore the professor only teaches. The ascertaining of the progress made by the students is done by the *maître d'études* or *répétiteur*, and the *maître d'études* or *répétiteur* also directs the discipline.—The passage from a lower class to an upper class is possible only in two ways. When the boy belongs to the first half or the first division of the class, according to the examinations that take place from time to time, the first half pass *de jure* into the upper class, and the others may pass into the upper class by passing an examination.—As to the subjects of study, the religious training is done by the chaplain on Thursdays and Sundays, from 7 to 8 in the morning. It is obligatory for all students. The catechism is taught to the smaller boys; the more advanced study the history of religion, a study which is now, though it was not in my time, said to be rendered interesting to a great number of the boys. In fact the chaplains, who are intelligent men, try to get the ear of the pupils as much as they can.

10,712. Is there any attempt at doctrinal teaching?—I do not think so, because Roman Catholicism is so general in France. But in schools where there are Protestant youths, they may receive the special teaching applying to their creed.

10,713. (*Rev. A. W. Thorold.*) They are all Roman Catholic schools?—Yes; but Protestants may be admitted, and when there are Protestants in the school they have a Protestant chaplain. In Paris, for instance, where there are some 30 or 40 Protestant boys in each *lycée*, they are very well attended to in regard to their religious instruction. They have their communion also.

10,714. (*Dr. Storrar.*) Jews would be exempted?—Protestants and Jews are exempted from the Roman Catholic teaching. In my own place we used to learn by heart in Latin or Greek the gospel of the day for the Sunday. On Sundays everybody goes to mass. Confession is not obligatory, but it is in some of the colleges in Paris. Where it is not obligatory the parents are informed of the refusal of the student to do his religious duties. It is stated in the laws of public instruction in France that the wish of the parents is always to be consulted with regard to the religious instruction of the boys. There is prayer in the morning read by one of the boys in French; in my time it was in Latin. In the evening also there is prayer read after supper in each *salle d'étude*. There are no more prayers in class; there were formerly, but there are before and after meals. On Fridays they have no meat, but the boys generally avail themselves of that day to get sausages. There is a quarter of an hour after supper for what they call *lectures spirituelles, i.e.* reading religious tracts. As to the religious feeling, I am sorry to say it is *nil* as a general rule. Of course there are boys who have been trained with strong religious feelings in their families, who do their religious duties, in which they are never disturbed. There is a very fraternal and nice feeling in that respect in the schools between Protestants and Catholics; not so, perhaps, between Catholics and Jews.

10,715. (*Lord Lyttelton.*) You do not trace any of the religious feeling the boys may have to what they learn in these schools?—Yes; the chaplains are often men of a high order of training, consequently their religious influence over the boys may be effective, so that it might not be only the religious feeling which the boys bring from their families, but also the religious feeling which they might get from the teaching of the chaplain, which might influence them.

10,716. You said that you were sorry to say the religious feelings in

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these schools were *nil* ?—I was just going to resume the idea, not to state it so absolutely as that. Still, all boys who can get rid of the confession do so ; all sorts of boyish tricks are resorted to to escape it. Friday is one of the days when, according to the Roman Catholic arrangements, they must eat no meat, and it is the day on which they try to procure some meat, by way of protest ; and even if it can be done on Good Friday it will be done with greater pleasure. Again, there is a competition for a prize for religious instruction at the end of the year, and I have been positively told that the boys try their best to do the worst composition possible in order not to get the prize.

10,717. (*Dr. Storrar.*) Well, now as to the secular instruction ?—As to the secular instruction, we have mathematics, including arithmetic, algebra, geometry, trigonometry, the differential and integral calculus ; in fact, mathematics pushed to a very high degree. Also the natural sciences, natural philosophy, chemistry, mineralogy, meteorology, astronomy, cosmography, botany ; and they are not taught in a light way ; it is serious teaching.

10,718. The subjects are thoroughly dealt with ?—Yes. Then logic, philosophy, rhetoric, Latin, including Virgil, Horace, Tacitus, and Cicero. I do not know if Plautus or Terence are ever read. I think they are. Then Greek, including Homer, Aristophanes, Euripides, Sophocles, Demosthenes, Plato.

10,719. Thucydides ?—Oh, yes. The minister fixes every year the authors to be read in every class. French literature, and the history of French literature ; universal history, including ancient history, sacred history, the history of Rome and Greece, and modern history in general. Modern languages, German or English, are obligatory like the other subjects. German is obligatory for the *Ecole Saint Cyr* and the *Ecole Polytechnique* ; English is obligatory for the *Ecole Navale*, and for the B.A. examination. In the north and east the candidates choose between English and German; in the south the southern languages of Europe have the preference.—I now come to the important system of bifurcation. The system was begun in 1853, and gradually established until 1857. The modern and classical branches were, till 1863 or 1864, bifurcated or separated from the third class upwards. The bifurcation begins now in the second class, and not in the third; that is one of the ameliorations which have been introduced by M. Duruy. The bifurcation consists of this,—the boys in the second class now (in the third class before) have to choose between the literary education and the scientific education. Those who decide for letters have principally a literary training and only two hours a week scientific training, one hour for natural philosophy, and another hour for mathematics. Those, on the contrary, who decide for a scientific training, are principally taught mathematics, natural philosophy, the usual branches of science, and only two hours a week letters. As to the examinations which are passed, at the end of the studies, those who pass the B.A. examination have only to answer two questions of science ; those on the contrary who pass the B. Sc. examinations (which are now on a level though before they were not), have to do, for the literary part, only a translation from Latin into French, and a French prose, free composition. Those who wish to pass the two examinations, which very often happens, have the full number of marks which are allotted to the examination in the branch they have already passed. For instance, one who has already passed the B.A., and wishes to pass the B. Sc. or Bachelor of Science, is no more examined for letters, but he receives full marks for the part of letters attributable to that examination.

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10,720. Are we to understand that the natural termination of the course of study in these *lycées* or secondary schools, is to take a degree?—Yes; the natural termination of the studies in a French *lycée* or French *collége communal* is the passing of either the examination of B.A. or B.Sc., or passing into the higher schools, the naval school, the military school of *Saint Cyr*, the *Ecole Polytechnique*, or the *Ecole Forestière*, for all of which the diploma of B.A. or B.Sc. is requisite.

10,721. Or law and medicine?—Or law and medicine.

10,722. Will you be so kind as to give us an idea of what the standard of the Bachelor of Arts degree is; who confers the degree?—It is the Academy. The French University is divided into academies. There is only one French University, although people in London have so commonly the idea that there is a University of Paris. There is a University of France, and it is divided into as many academies as there are *Cours Impériales*.

10,723. The word academy corresponds to our word college?—No; it corresponds, perhaps, to "university" in English; but there is nothing to which it exactly corresponds. There is an academy at Strasbourg, at Paris, at Dijon, &c; there are some 25 or 30 of them.

10,724. The degrees that are given are degrees in the University of France?—The degrees are all degrees of the University of France.

10,725. (*Mr. Acland.*) Do the academies include all teachers of the district in which that academy is situated?—Yes; but they all depend from the University of France. The *séminaires*, where the priests are educated, are under the authority of the archbishops and bishops, who appoint and dismiss the principals and professors. The secondary ecclesiastical schools are subject to the *régime* of the university.

10,726. Is not the word "academy" a geographical term?—It is a geographical circumscription certainly, since it is the same as that of the Courts of Appeal. The University of France contains the five orders of faculties, theology, letters, law, medicine, and mathematical and natural science. The rector is the head of the academy; the minister of public instruction is the head of the University of France. The higher teaching of the faculties is done in the town which is the seat of the academy. The professors of the faculties examine the candidates for degrees.

10,727. When you say that the faculties are taught at Paris, you do not mean at Paris only?—No, I myself was examined at the academy of Dijon.

10,728. (*Lord Taunton.*) Those are branches of the Université de France?—Yes.

10,729. (*Mr. Acland.*) Are there faculties in every academy?—There are faculties in every academy; but the principal schools of medicine are only in three places, Strasbourg, Montpelier, and Paris; whilst the principal schools of law are at Paris, Poitiers, Dijon, Strasbourg, Grenoble, and a few others.

10,730. About how many academies are there?—Twenty-seven, I believe.

10,731. (*Dr. Storrar.*) What is the standard of the Bachelor of Arts degree?—The examinations are calculated on what the boys are supposed to have learnt in colleges or *lycées*. It is 30 years ago since I passed my B.A. examination at the academy of Dijon. We had to draw lots for the subjects in Latin, Greek, mathematics, &c. For my part, I drew the Eclogues of Virgil and a book of the Odyssey; therefore we are expected to be able to translate, at first sight, Virgil and Homer. I recollect that I translated my Latin well; but I was rather

hesitating when I had to translate a part of Homer I had never read before. The examiner helped me in a way which shows me now very clearly that his object was to find out whether I was well trained or not. I must say that the training is excellent with regard to the knowledge of Latin, and I can give you at least one good proof of it. When I myself had passed my B.A. examination I had to study law, and kept up my Latin only as far as it was useful for me to read my *corpus juris;* I had, as it is so often the case, thrown my Virgil as well as Demosthenes on the shelves; but when 18 or 20 years afterwards I had to return to my Homer and to my Horace, I was very much astonished to find I could perfectly construe even the parts which I had never seen before, and that I had forgotten little of the grammar; therefore the teaching must be good. It is a fact that the young men who pass the B.A. examination in any one of the faculties of France know Latin, and know it well. They have not perhaps read a great deal; they have read a few books of Horace, a few books of Virgil, and three or four books of Homer, some Cicero, Livy, Tacitus, &c.; but they are well grounded. They know, for instance, how to do Latin composition, and in some instances Greek composition really very well. I myself recollect that I could write a *discours* in Latin since I took a prize for Latin *discours* in the class of philosophy at the *lycée* of Dijon.

10,732. Then besides classics?—Besides classics for the B.A., when I passed my examination I had to answer in mathematics a question upon conic sections. In natural philosophy I had to explain the laws of the weight of a body in water (I have a faint recollection of that), therefore natural philosophy was required; moral philosophy as well; history also, especially the history of France, and the history of French literature; then a modern language, either German or English. The examination is especially severe for the French language; therefore a young man who has passed the B.A. examination in France is pretty well informed.

10,733. You are most familiar with the examinations of the University of London, how would the examination for the B.A. degree in France correspond with the examinations of the University of London?—Much higher than the matriculation examination, and a little lower than the B.A.; but the consequences of the system of bifurcating ought to be borne in mind.

10,734. Is the standard kept pretty uniform in the different academies of France?—Yes.

10,735. How do they take care that that shall be so?—It is the general teaching. The minister of public instruction has his hands everywhere. The subjects to be taught every year are fixed beforehand. The standard must be uniform.

10,736. Is there a constant system of inspection and supervision from the centre going on?—Yes; very constant and very severe.

10,737. (*Mr. Acland.*) With regard to the question of the chairman as to the uniformity of the standard of examination, how is that maintained?—First, the subjects to be known are the same, according to the rules and regulations; the professors have had the same training, and are all over France pretty equal to one another in ability. I could not imagine how the standard of examination could be different.

10,738. Are any of the papers sent to the head-quarters, to the centre?—I should say they are; but the examinations are chiefly oral.

10,739. (*Lord Lyttelton.*) We have heard that M. Duruy said that he looked at the clock and at that moment he knew what was being taught in every school in France. Is that so?—Yes, that is correct. I have one of his decrees here where he states positively what is to be

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taught in each class. Well, they push the system to such a point that really they abolish the personal initiative of the master. That is the evil of the system.

10,740. (*Lord Taunton.*) You think it is pushed too far in that respect?—Certainly. I wanted to add something with regard to the system of bifurcation. It has been stated that it lowered the standard of the studies. How that happens I scarcely see, but what I can clearly see is this, that the boys when they are 14 or 15, in what we call the third form, can scarcely be able to judge well what is to be their future training, whether scientific or literary. This is certainly the chief reason of the change introduced of late, and which I have already mentioned. Now with regard to the bodily development or bodily training of the boys, it is certainly inferior to English training; still, the boys learn gymnastics, fencing, swimming, exercise with the rifle, drilling, and riding, but these take place at play time and on Thursdays. The *leçons d'agrémens*, music, dancing, &c., are always done at the time of play. On the Thursday afternoon they have promenade, the whole school goes out; and on Sunday, or every other Sunday, they go to their *correspondant*, generally a friend of their family. As for the games, we have no such strong tendency to national games as in England, but still we have some corresponding games. The *jeu de paume* and tennis are well known. There is rowing, football, and *haquet;* in my own place, we used to play a kind of simplified cricket. All these games change according to the provinces, but they are not recognized parts of the system of education. This is an objection which necessarily must be made to our system; and, still more serious, the playgrounds are too small in France. Clearly to my mind the physical development is not sufficiently attended to in France. The boys are (if I may be allowed the expression) in a hothouse. The *surveillance* or inspection is done by different persons. There is first the permanent inspection of the *censeur* of the *lycée*. Then there is the inspection of the University, made by the *inspecteurs généraux*, or inspectors who have a right to inspect all over France. Then there is, thirdly, the *inspecteur de l'académie*, who is the inspector of the particular circumscription. The system of inspection is pushed very far, and it is never possible to escape it. As to the discipline it is certainly not harsh, but rigid and stern. The punishments are never corporal. That has been long ago abolished, except, as it appears, in the congregationist schools, or at least in some of them. The schoolmaster or professor who would go to the length of simply striking at a boy, would be instantly dismissed. You recollect that there is an interruption of school work between 4 and 5 o'clock; keeping in between 4 and 5 is one punishment; and during that time the boy under punishment must write under dictation. Another is what they call *piquet*, that is to say, they are placed in summer under a tree, or in some corner, where they are obliged to learn by heart a certain number of lines, and they cannot leave the place before they know them. The third punishment (taking them in the order of severity) is what is called the *cachot*. The *cachot* is a small room, where there is a form, and pen, ink, and paper, and where the boys must write an imposition of from a hundred to a thousand lines. The wisdom of that is much doubted. For my own part I certainly object to it. The next is a peculiarly French punishment, that is the *séquestre*, or sequestration of a boy. He is separated from the other boys in a sort of cellulary prison, of course not so severe, but he cannot go out. It is generally adopted just previous to the expulsion of a boy. It is for some extraordinary breach of discipline, on account of which he is taken away as a black sheep from the flock. The next step is expulsion from the *lycée;* and

next to that there is still a higher degree of punishment, which is the general excommunication of the boy from all the *lycées* of France, which looks rather harsh at first sight; but when there is a boy of proved bad character, it is thought that he ought not to be with other boys to contaminate them.

10,741. (*Lord Lyttelton.*) Is that frequent?—No.

10,742. (*Lord Taunton.*) Is it reserved for gross immorality?—For gross immorality or something extremely serious; a revolt, or something of that kind. To this must be added the reprimand by the *proviseur*. The *proviseur* being the head of the school is a sort of *Jupiter*, and when he calls a boy before him it is something awful. Boys are always afraid of being called before the *proviseur*. The system is a military system clearly. All seems to be done by force and intimidation (I am sorry to pronounce the words), which have in general the effect of inspiring the respect which Frenchmen have for authority. I am very sorry to state also (though I cannot say that it is the positive effect of the training, but the training is certainly one of the causes of it) that it diminishes rather the confidence of a Frenchman in himself; it leads him to rely a great deal upon his Government rather than upon himself. On the other hand, we have in general no agreeable recollections of our school training; still I remember with pleasure some of my professors, the professor of philosophy of Dijon, for instance. The professor on the other hand has no relation with the student out of his class. He is much respected, but, as I said, the boy leaves him to go to the *maître d'études*, who waits for him at the door, who is ever present, and who becomes what we call in France the *souffre-douleurs*. He it is whose duty it is to deal with the boys. I am sorry to add that there is an exception to the strong discipline in the schoolroom for German and English. The boys avail themselves of the fact that the teacher is a foreigner, to be uncivil and disagreeable to him, exactly in fact what happens to French masters in England; so that the alleged inability of a French master to maintain discipline in England has perfectly its corresponding state in France. Now I have to say a few words of the *colléges communaux*. Those are not maintained by the State, but the *local* as well as the teaching is provided for by the *commune*. There is a college in almost every town now. I was brought up partly in a very small town of 2,000 inhabitants, and there was a college maintained there by the *commune*. It is the *commune* also that takes the initiative in establishing such a school, and it also pays the professors, whose *traitement* or salary varies from 50*l*. to 100*l*. The professors are taken from among the B.A.'s or graduates of the academies. Those who teach the higher classes are generally *licenciés ès lettres* (M. A's.) A great number are taken from the ranks of those very *maîtres d'études* who are so unhappy in the *lycées*. There are, however, some important colleges where the professors are former pupils of the *école normale* of Paris itself. Some of those professors where the colleges are not so large establish excellent relations between themselves and the boys. Myself and many of my friends have very agreeable recollections of those professors, exactly such recollections as an English boy might have of some of his masters at Eton, Harrow, or Rugby. The teaching is the same as in the *lycées*, only it must necessarily be lower since the professors are of a lower order, and it cannot be so complete as it is in the *lycées*. The religious teaching is the same. On Sundays there is an *allocution* by the chaplain, or one of the professors who may be a priest, and confession is required. As to the age of the boys it is the same also, from 9 to 18 or 19, scarcely further. There are also *bourses*, as well as in the *colléges royaux*, which are given by competition. A boy

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may compete for a *bourse*, even when he is already in the school, and then the examinations at the end of the session or the monthly or weekly examinations, are taken into consideration. On the other hand, such bourses also are given to the sons of poor Government clerks and of the professors, who are generally not very well paid. The *boursiers*, or boys who have scholarships of that description, and who belong to the poorer classes, although perhaps gentlemen, are not known to their fellow students. In the college of Cambray there are 20 half scholarships or half *bourses*, and as the payment is only 400 francs for the board and lodging and teaching it costs really very little for the parents to educate their children there. As to the *rétribution*, or fee, which is paid by *externes*, it is four, five, or six francs per month; a part of it is a tax, and goes to Government, and another part goes to the *commune* in order to support partly the expenses of the college. There are also exemptions given to boys who are too poor to pay that very small fee. In my own place I recollect that we paid 12 francs for three months, it was therefore 48 francs for the year or about 2*l*. For this we had also the same advantages of a complete education as far as it goes in France. The board and lodging for the young boys who get the inner life of the place varies from 400 to 600 francs. In the college where I was it costs 400 francs, or 16*l*., and in the college of Dunkirk it is, I am told 500 francs or 20*l*.

10,743. You have an outfit?—Yes, there is an outfit too. In the case of the *lycées* the board is provided by the Government, in the *colléges communaux* it is provided by the principal or the head master, who is therefore a boarding-house keeper at the same time that he is the principal of the school. The surveyance is the same as for the *colléges royaux*, besides which there is a council of administration in the locality. The *inspecteurs généraux* and the *inspecteurs de l'académie* visit the college, the hours of teaching are the same; and the natural termination of the studies is also B.A. or B.Sc. as in the lycées. I have a few words to say on the free secondary schools. At Metz, which I have mentioned for its *lycée*, there is an establishment of Jesuits which rivals the *lycée*. They have the same number of students. The success is not so great in mathematics, but they show very often a superiority in classics. It is the same thing everywhere. The teaching of those private schools is much the same as in the secondary schools of the Government. They try to secure very good masters and they have very good classical masters of course, since they pay especial attention to Latin and Greek. They send only their best pupils to pass the examinations. There are a very few colleges which are mixed, *i. e.* partly maintained by the *commune* and partly by the State.

10,744. By whom are those religious schools chiefly patronized?—By whom they can get. They try every means to attract as much as possible by lower fees and by the influence of the local clergy.

10,745. If it were said that they succeeded in getting a larger number of what would be called the richer and higher classes of Frenchmen than the *lycées* or the *colléges communaux*, would you say that that was correct?—Certainly not, as a general rule. The higher classes in France do not like the Jesuits nor their system.

10,746. (*Mr. Acland.*) The higher classes, who are strongly attached to the Church and the country, will go to them?—Attachment to the Church and attachment to the county do not often go at par in France. Indeed, we know the contrary to be true. Persons strongly attached to the Roman Catholic Church (which is not a national church, though it represents the creed of a majority of Frenchmen, as far as Frenchmen can be said to have a creed), and whose attachment to that church has

no political reasons, are few in number, and send, without doubt, their children to the Jesuits rather than to the national schools.

10,747. (*Dr. Storrar.*) I presume the same kind of religious discipline, only of a higher order, is conducted in these private secondary schools as you find in the private primary schools?—I think it is of the same kind, but cannot say if it is of a higher order.

10,748. The same principle is in operation?—Yes. Besides that, there are also secondary institutions, or institutions for secondary teaching, which are free, and which are lay establishments. Among those are the very celebrated institutions, known as Sainte Barbe, and many others, where the boys are received in the same way as in the colleges, and where they follow as *externes* the classes of the *lycées*, but with the *répétiteurs* in the establishment itself. St. Barbe is well known; the education there is considered to be the best in France. There are many advantages which are attached to it. The Barbists, or young men who come out of St. Barbe, have established among themselves a fraternal support and fraternal relations by dinners and occasional meetings. This establishment of St. Barbe, if I remember right, is in the hands of a company, formed, not of commercial men, but of the old pupils of St. Barbe. It is getting the fashion amongst them to take a share or two when they go out of the place, in order to support it. They prepare for the higher schools also, and they attract the inspection of the Government. They try every means to come before the public and seek to be inspected. They generally come out very conspicuous in the famous *concours généraux*, or general competition between all the colleges or *lycées* in Paris. This is a general competition open to all boys belonging to the different colleges or institutions, for general prizes, which are considered the best prizes a man can get at college. They have now been established in the departments also, and even for primary schools.

10,749. If I recollect rightly, there is also a class of commercial schools?—Yes, and professional schools. There are also schools specially for drawing, and for music. I can give you a few details as to the school for drawing which has been established at Cambray, where there are 500 students and where there is no *rétribution* or fee. The town or *commune* provides for the pay of the two masters, and even for the plasters which are necessary for drawing. The hours have been fixed at from 12 to half-past 1, in order to open the school to the operatives. In the evening there is a class for perspective and architecture, which is also placed in the evening on account of the operatives. The Government does not interfere, except to present a few works of art in plaster, by way of encouragement. There is in the same town, as there exists in many others, an *Ecole de Musique*, where the pupil has only to provide his instrument. The *Ecoles de Commerce* would be pretty well the same thing as the *lycées*, only there is no Latin or Greek taught.

10,750. Are they numerous?—I think that in all the important towns there are *Ecoles de Commerce* or *Ecoles Professionelles*. Now, with regard to the girls' schools, the system is pretty much the same for the higher teaching as in England. These schools are the private property of the head mistress. There are persons coming from without as well as young persons who live in the place. They are taught reading, writing, composition, history, geography, drawing, modern languages, gymnastics; no Latin or Greek, but especially needlework, not only in embroidery or ornamental or worsted work, but darning and things of that sort. They are taught to repair or mend; they are

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taught even to make their beds and do their rooms. The professors who go there are either male or female.

10,751. (*Lord Taunton.*) Are they taught cookery at all?—I believe so, but I cannot positively say. As to the inspection, there are female inspectors appointed by Government, only they are not liked. The qualifications of ladies to teach, are also ascertained by public examinations. There is in Paris and in the *chef-lieu* of each department, a commission to examine ladies who present themselves to get a degree for teaching. There are two degrees. For the elementary degree the candidates must show a competent knowledge of the language, of history, geography, arithmetic, and needlework again, which is very severely required. I know that persons who have presented themselves to that examination and who were very competent in other respects, have been rejected on account of their not being able to give satisfactory evidence of their knowing how to work with their needle or with their hands. For the superior degree, in addition to the foregoing accomplishments, the ladies are expected to know a little botany, natural philosophy, and to do composition and dictations, which are known to be the most difficult in the language. The most remarkable fact about these examinations, which are called *les examens de l'Hotel de Ville* in Paris, is this, that it has come into fashion among even the higher orders in Paris, for young ladies to pass them. Young persons who have had a complete education, pass that examination, not in order to become teachers themselves, but in order to finish their course of education in the same way as young men finish theirs, namely, by an examination. It is customary to do so, and I have myself known some ladies who have done so, and who certainly needed it not. I could mention the name of a very accomplished English lady, a French lady by birth, who has passed that examination, and I know an Irish lady who has passed it too. There are, as you may have seen by the papers, some ladies who go in even for the B.A. This will probably become more and more the habit. The fashion to go in for the *examens de l'Hotel de Ville* is now pretty well established.

10,752. In your opinion does this practice produce a favourable effect upon the female character?—Certainly.

10,753. You see no objection to it on any ground?—Not the slightest; on the contrary, it gives them self-possession, and generally they pass the examinations well. Examinations like those of the Hotel de Ville take place in every department every year.

10,754. Do what may be called the upper division of the middle class of society in France send their daughters to those schools in the same way that they send their sons to other public schools?—Yes; there are, of course, some that are more in fashion than others, and there are some *pensionnats*, as we call them, which are necessarily of a higher order than others. It must be added, too, that we have the congregationist *pensionnats*, the *sacré cœur*, and the famous convents, which escape all inspection.

10,755. Generally speaking, do all ranks of society in France prefer an education in school for their daughters rather than provide education through the means of governesses, where they can afford it?—I believe so.

10,756. (*Dr. Storrar.*) I should be very glad if you would inform the Commission what is the comparative view you would take of the results of the education for the middle classes conducted in France, and the results of the education conducted in England in preparing Frenchmen and Englishmen for the business of life?—It is a very difficult question,

for it implies a sort of comparison between the English and French abilities, the English and French character. The system of education in France, has the advantage of having a *curriculum;* the work of each class is perfectly known beforehand—too perfectly known. It has the advantage, that the studies go on gradually in a systematic and sure way. I mean to say this, that the old branches of education which are considered to be necessary for the development of the mental training go on on a par with the modern branches; and that all the branches are gradually, and, up to certain classes, equally developed. When a young boy begins in the lower classes he learns a certain amount of French, arithmetic, Latin, history, &c.; he comes to a higher degree of knowledge in the next class, and goes on gradually until the study is complete. This is an advantage; still, it might be a disadvantage for those who interrupt their course of study. When a boy leaves school, having passed what we call in England the fourth form, or in France the fifth, fourth, or third form, he has no complete knowledge of any branch, but he has touched them all. It must be stated that the greater number do not go to the end of their classes, so it is both an advantage and a disadvantage that a boy who leaves, say in the fourth class, or in the middle of the scheme of studies, will have some information in almost all branches, but incomplete information. He will have a good beginning in Latin, Greek, mathematics, natural philosophy; he will know the history of his own country and his own language well, but his education will be far from complete. Another advantage which I see in France is the system of severe examinations which take place at the end of each session, to ascertain who are the pupils who might go in higher classes, by which you know in what state of culture the boys are. Another is the system of competitive examinations, which is general, and carried out honestly; those *concours généraux* which I have mentioned between all the colleges of Paris have a very great and beneficial effect upon education. The instruction also is genuine in all branches; there is no such thing as cramming. For Latin and Greek, the principles may be stated to be thoroughly inculcated to the boy, and so well, that they are never forgotten. I may also state that we have no such thing as fagging, and that we do not submit to traditions which give a certain advantage to a boy who is stronger by age and physical condition than another. There is no liberty without justice, and when a boy bullies another, he takes the right of the strongest. Now, to compare French with English education, there is this to be said: the education in France is offered to all, and not to a class; it is extremely cheap, which it is not in England. As a Frenchman, I have my opinion on another point, and probably it will not square with the opinions in England: I think the mixing of the classes with us is an advantage, and a great advantage. As to results, by the examinations, every year, 8,320 diplomas are obtained; 1,945 B. Sc.'s and 3,288 B.A.'s were taken in 1863, in all the faculties of France. Whether as many students pass the matriculation examinations in England I do not know. The age is exactly the same. The B.A. in France is passed between 16 and 19. I myself was 18 years old when I passed mine. The matriculation examination in the University of London, is also passed by young men between 16 and 19. Of course there are exceptions, as well as in France, but no young man is admitted to our B.A. examination under 16, and I believe the same regulation exists in London. Now by comparing what a boy knows who passes his B.A. examination in France, and what a boy knows who passes his matriculation examination in the University of London, it would be very

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easy to see which of the two systems is the best. I have here stated the advantages. Now I must also state the disadvantages. The French system is evidently a harsh military system, which, as a machinery, is perfect for instruction; I cannot say for education. The absence of relation between the professor and the pupil, the influence of the *maître d'études*, who is known to be an inferior man, comparatively speaking, to the professor, and is therefore sometimes despised or hated, bring on a system of—I must say the word—oppression, perhaps tyranny, which is keenly felt by the students of all ages in the French colleges. They revolt or they submit, in both cases they are crushed; hence probably, in part at least, that respect for authority, and hence, perhaps, also the well known reliance of Frenchmen upon their government for things they cannot do themselves.—An incomplete system or scheme of teaching in England, on the contrary, as I have had many opportunities of observing, compels the English boy to think and to shift for himself, he becomes more self-reliant, and in the long run he might not only be equal to the French boy but beat him. It is with the two systems as it is with many other things. If we could combine both, if we could take what is good in the French and what is good in the English, abolishing what is bad on the one side, and what is bad on the other, certainly we should have a system of education as near as possible to perfection. Of course I must speak, and I have spoken with diffidence on the subjects which are out of my own province. I am connected only with one branch, and therefore it is only of that branch I can speak, but with regard to the other branches I may say I have had some good opportunities of observation, not only in the University of London, but in the four examinations which I held for the Civil Service of India; where I have had the means of ascertaining the Latin powers, sometimes the Greek powers of the students and their English powers, notwithstanding my deficiency in English. I have also been able to observe the results, not only in the University of London and the Civil Service, but also in my communications with my French friends, who are in the same line of teaching as myself, as well as with my English friends. Now, I have been asked in the letter sent to me by the Secretary to the Commission "What is the state of the teaching of modern languages "in England?" There are two things which must be considered on that point; French may be taught only practically, and French may be taught in a philosophical or scientific way. The former is the only thing in demand, and the only thing attended to. The latter, namely, the scientific teaching of modern languages, is utterly neglected, and perhaps known only exceptionally. The fashion seems to have been given by the upper classes to study French only practically. In almost all the higher classes boys or young persons speak or try to get to speak French, and to read French, but that is all that seems to be aimed at, at least from my observation. This same tendency exists in the middle classes. Now this achievement, to know French practically in order to talk, or in order to read, is the very first step, the easiest for any English person. Englishmen are peculiarly apt to learn foreign languages, especially French, in this practical way; therefore, as to the practical knowledge, that is to say, speaking and reading, it is in a pretty good condition. But French literature is perfectly unknown. I am sorry to say it is in many cases placed in a sort of Index; because we have a great many immoral books, especially since 1852, very often in many families and schools French literature is proscribed wholesale, especially our modern theatre, which is well known to be the mine out of which English playwrights,

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German playwrights, and American playwrights take their works. Many other parts, even the historical, in which French literature is so highly placed now, are utterly neglected. What is also neglected in England, is the history of France, which is perfectly unknown to a great number of persons, excepting where it relates to the history of England, and even then very narrowly. Whether right or wrong, I must state the fact that French history is unknown, and be it said, *en passant*, that in my own experience English boys are not fond of history in general; they forget it very easily. I may also state *en passant* that their culture of memory is insufficient. To return to history, what I object to is that English boys get only one-sided and narrow views of history. If they want to have a sound idea, and to judge for themselves, they should also see what is written on the other side of the channel upon our own comparative history. What also is utterly neglected in the study of French is French composition. For a hundred excellent classical scholars how many French scholars can we find, I mean those who are conversant with French history, French literature, and the French language, so as for instance to be able to translate Cæsar into French, or English into French, or to write a letter in French, which after all is relatively a very easy thing; how many there are it is for you to judge and not for me. I cannot give any figures but I must say that there are extremely few English people who can write in French. Whether it is an accomplishment desirable or not I have no right to decide. As to the last branch, which is perhaps the most important one, French studied philosophically, that is to say, in its structure, in its syntax, in its grammar, in its origin, I need not tell you there is nothing at all. I have been asked the question whether French could not be taught philosophically in the same way as Latin and Greek. The French language, if it has no flexional declensions, has at least a verb which is as complicated almost as the Latin verb. As to the French syntax it is at least as difficult as the Latin. I think I know my language enough, having taught it for ten years, to state that French is more difficult to learn than any old language. I may be mistaken, but it is a deep conviction with me now, that French is even more difficult to study in its derivation, in its syntax, in its structure, than the Latin language. Now why could we not treat it philosophically? The study of Latin could be immensely helped, and rendered infinitely more interesting, if French was placed on the same level with it, and if each was used to explain the other. Now the case being this, that is to say, French not being studied except in a mere empirical way, what is the cause of it? Do the English people wish only for superficial knowledge? I cannot admit that. But whence does it come that French is not otherwise taught? It comes evidently from the masters, but it is not absolutely the master's fault. The demand in England is merely for practical or empirical teaching, and therefore the head masters of the private school, especially of the numerous private boarding schools, go to what may be called the market, and instead of a Frenchman they take a Swiss, a German, a Pole, a Russian, and not unfrequently an Englishman to teach French in their schools. As to the Frenchmen who are engaged in such establishments, they belong to all professions and trades, except perhaps that of teachers. The well-educated and honest among them are too often excluded from good situations by the fact that the foreign master is expected to teach other modern languages besides his own, and music, drawing, &c., but chiefly by the declaration required in many schools, even of a high order, that they are Protestants. It is to remedy, as far as possible, the evil, and to raise the standard of the

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study of French literature, language, and history, as well as to cultivate honest and kind feeling between the two nations, that we have tried to collect the good elements among French teachers in an association.

10,757. (*Lord Taunton.*) You are probably aware that in the middle-class schools in England Latin is frequently selected rather as the means of forming the mind than for the direct purpose of giving a knowledge of the language: would you propose to substitute French for the Latin for that purpose?—Yes; and that is the reason why I wish to state that if you had better professors it could be done. To have better professors you would merely have to attract them by paying them better, and putting them in a more respected position than they are in at present.

10,758. Do you believe it would be better for the purposes of a middle-class school in this country to take French as the language, through the instrumentality of the grammar of which you would give that sort of training to the mind, or do you think that it would be better to retain Latin for that purpose, using French principally at least, as a means of acquiring that practical knowledge which enables the student afterwards to have the advantage of speaking French, and the advantage of reading the best works of French authors?—I should not like to forego Latin, certainly not. What I mean to state is not that French could or should be substituted for Latin; but that French might be the medium of developing the mind, exactly as Latin and as Greek is a medium of developing the mind, and that the study of Latin and Greek would be greatly enhanced by a proper study of modern languages.

10,759. Would you propose that every language that was taught at all should be taught in that way?—Certainly; I do it myself.

10,760. Not in an empirical but in a systematical manner?—In a systematic, scientific, or philosophical way, French can be taught exactly as Latin is.

10,761. (*Dr. Storrar.*) And that it might be an advantage to a boy who has been grounded in Latin, and who was intended for mercantile life to omit Greek and take the study of the modern languages, not only for their utility but also for their intellectual discipline?—My opinions are necessarily decided and quite clear in that respect; but I should not like to affirm that there is "nothing like leather." I do not mean to say that French is the best thing. I have myself received a classical education, and I very well know the value of classical training. But what I mean to say, and what I emphatically state as being the result of my own observations and experience, is, that French taught properly, German taught properly, will very certainly go the length of training the mind, and exercising a discipline on it exactly like the classical languages.

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ALBERT CREAK, Esq., M.A., M.C.P., called in and examined.

10,762. (*Lord Taunton.*) I believe you are the head master of a school at Brighton?—I am.

10,763. How long have you been in that situation?—Between 12 and 13 years.

10,764. Have you any objection to say whether you are a member of the Church of England?—I am a communicant of the Church of England.

10,765. What is the nature of your school,—is it a private or a proprietary school?—A private school.

10,766. Your own private property?—My own private property.

10,767. What is the number of boys?—Fifty-six.

10,768. Is it a boarding school?—A boarding school exclusively.

10,769. What is the expense for board and instruction at your school in round figures?—From 70 to 120 guineas, varying with the age and the number of extra subjects that are learnt.

10,770. That of course is a school that is only resorted to by what may be called the upper division of the middle classes?—Yes.

10,771. Are they the sons of professional men chiefly?—Of country gentlemen, clergymen, members of Parliament, persons of private fortune, professional men, and superior merchants.

10,772. Did you found this school?—Yes, I founded it myself.

10,773. How long ago?—Upwards of 12 years ago.

10,774. I presume your course of education is the usual course of classics, mathematics, and so on?—Yes.

10,775. Are there any peculiarities about it?—No, I do not know of any special peculiarity.

10,776. Do your boys go to the University?—Some of them, a small but increasing proportion; some go to the public schools.

10,777. You are aware of the objects of this Commission, to inquire into the state of the education of the middle classes of this country; have you turned your attention to that subject?—It has been brought up in various ways in Brighton, in consequence of the establishment of a local board to co-operate with the universities in their examinations. When the Assistant Commissioner came down also, we had some meetings of schoolmasters to discuss the question.

10,778. There are a great many schools at Brighton, of all sorts, I believe?—Yes, but not so many as is supposed. A new edition of the Directory came out last week, and I had the curiosity, in anticipation of coming here, to calculate what number of schools were entered in that Directory; there were 45 schools kept by gentlemen, and 25 preparatory schools kept by ladies for younger boys. These are almost all schools of the better class, and exclusive of the day schools for the lower classes.

10,779. Are the schools at Brighton chiefly proprietary or private?—Almost exclusively private; there is a college, and there are two proprietary schools principally for the tradesmen of the town.

10,780. Those are day schools?—Yes, but the College is partly a day school and partly a boarding school.

10,781. In your school do you insist upon every boy who comes to your school, learning the Church Catechism?—No, those who object to it are not obliged to learn it.

10,782. What is practically the case; do the greater number receive instruction in the Church Catechism?—Yes, eight-ninths do.

10,783. Do you find that system in any way inconvenient or mischievous in its effect upon the boys?—Not at all.

10,784. You do not think it lowers the religious tone of the teaching of the school?—Not at all; those who do not learn their Catechism always learn a portion of Scripture; and the Greek Testament class of course goes on without any reference to the Church Catechism.

10,785. (*Lord Lyttelton.*) Do you explain the Greek Testament fully to them in their lessons?—Yes, it is not a mere lesson in Greek.

10,786. (*Lord Taunton.*) Various schemes have been proposed to this Commission for the improvement of middle-class education; do you believe it will be possible for the State in any way to interfere with advantage by means of certificating masters, or providing inspectors for these schools, or in any other manner?—That of course depends on the theory that a man has with regard to the functions of the State; mine would perhaps be considered rather an unpopular theory, but my view

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is to limit as much as possible the direct interference of the executive Government with the affairs of the country. I consider the great function of the State is to hold the sword; that is to vindicate the rights of one man against another, and to restrain the selfishness of society.

10,787. You do not think that any system of certificates for masters, analogous to that which is established in the medical profession, would be desirable or expedient?—Yes, analogous to the medical profession; I have no objection to such a system being tried, but I am not very sanguine that it would do very much.

10,788. If it were tried, would you place such a power of granting certificates in the hands of the Government, or in some independent body, to be otherwise constituted?—In some independent body, and then I would not prohibit a man from teaching because he had not a certificate from that body.

10,789. You would make it voluntary?—I would make it voluntary.

10,790. With regard to inspection, is there any plan which you would suggest to the Commission?—With regard to private schools I think no system of inspection could be devised that would be at all satisfactory. I have had the opportunity of exchanging opinions with a few of my professional friends, and I believe our unanimous conviction is that it would be utterly impracticable. One great difficulty would be to ensure impartiality. In point of fact we are under the best inspection at all times, that of the parents of our pupils.

10,791. Do you think that in the case of endowed schools the public would have a right, and consequently a duty, of interfering more than they do with regard to private schools?—Unquestionably; they are trusts, and the State is bound to look after the due administration of all public trusts.

10,792. Have you at all considered in what way that right might be exercised?—No, I cannot say I have, but I hold that as a general theory with regard to the interference of the State.

10,793. Do you believe that the state of the education of a large class of society is very imperfect at present?—It is susceptible of very great improvement.

10,794. In your school, of course you see nothing of the sons of small tradesmen or thriving mechanics, the class of society that is above the class who send their children to the national schools; from what you see and hear, do you believe that that class has great difficulty in finding the means of good education for their children?—I think they have, to a certain extent, but the great difficulty is that there are no arrangements in any, except our very largest towns, for night schools; that, I think, is the proper arrangement for those who are compelled to go to business very early, say at 14 or 15; they should carry on their education somewhat on Mr. Chadwick's plan, the half-time system.

10,795. I suppose that observation applies still more to the inhabitants of rural districts who are above the class who would send their sons to the present national schools, and who are not able to send them to expensive schools in the towns?—Decidedly. I find among servants, for instance, that what little they have learnt at school is very often, if not entirely forgotten, yet to a great extent, in consequence of their not having had anything in the way of regular education after about 11 or 12 years of age.

10,796. (*Lord Lyttelton.*) Have you any children of Nonconformists?—I have a very small number of Nonconformists; only six or seven.

10,797. Have you any children of tradesmen?—Not of tradesmen.

10,798. None of the great shopkeepers of Brighton?—No.

10,799. It is wholly a boarding school?—Entirely.

10,800. Up to what age do those who do not go from you to the University generally remain?—To 17, and sometimes 18.

10,801. Do they often go from your school to the great public schools?—A portion of them, but not a very large per-centage.

10,802. Do you undertake to give a complete education for that?—Yes.

10,803. (*Lord Taunton.*) Have you had any opportunity of observing the state of the education of girls of the middle class?—A little, but not very much.

10,804. What should you say of it generally?—That, as far as what I should consider of the great essentials of education are concerned, some of it is extremely inferior; a very undue proportion of time is spent in accomplishments.

10,805. There are, I believe, a good many girls' schools in Brighton?—There are, I think, about 92 in the Directory. I ought to say that some of them are extremely small, so that the number of pupils when they come to be multiplied by 92, would not amount to a very large number.

10,806. What is the range of expense at these schools for a pupil?—That would very much depend on the number of extras that the pupils take, but I should say from 100*l.* to 200*l.* a year, and even more.

10,807. Do you mean 100*l.* as the minimum?—I do not think that in any high class school in Brighton you would get a girl's education under 100*l.*

10,808. Of course it would be quite out of the question for a moderate tradesman to send his daughter to a school of that description?—Yes.

10,809. Are there then no boarding schools at Brighton where the education and board would be about 30*l.*, or something of that sort?—I do not know of any; in fact I do not think it is possible, considering the range of expenses at Brighton, that such a thing could possibly exist.

10,810. Brighton would not be the place where a cheap school would be the best established, perhaps?—It would, I believe, be perfectly impossible.

10,811. (*Lord Lyttelton.*) Do you conceive that the habits of the middle classes of this country are such as would make night schools, such as they have for the lower classes, suitable to them; would farmers, for instance, and men in professions, send their boys out at night to night schools?—I can only judge of course from what I have heard of the success of the evening classes at King's College, where it so happens that one or two of my own pupils have attended. One is now gone to Cambridge, and will be ordained shortly, partly in consequence of having attended there.

10,812. (*Mr. Acland.*) What is your experience of the powers of teaching in the profession of a schoolmaster; have you found any defects?—Yes, I think very considerable defects.

10,813. Should you be favourable to anything like a systematic course of instruction, or to institutions for the purpose of teaching them?—Some arrangement of that kind is extremely desirable. We have nothing like the German instruction in Pädagogik at all, and we want something of that kind.

10,814. Do you think that such professional instruction in the art of teaching would really be more suitable to the purpose than practical experience gained in schools?—I think we want the methods of teaching very much discussed in this country.

10,815. Have you had much opportunity of judging of the effect of

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the lessons in method, as they are called, which correspond to Pädagogik at our training schools?—I have taken the opportunity of visiting some of them, and I have felt that the teachers in those schools had a great advantage over the majority of the teachers in the better class of schools.

10,816. Should you say, then, that the master of a first-class school for the poor has a better chance of getting competent assistants for carrying out his work than a gentleman in your own position?—To carry out a certain species of work, decidedly; especially what are commonly called the branches of an English education.

10,817. Can you suggest a remedy or offer any suggestion to the Commission?—I am not prepared to lay down any plan.

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10,818. (*Mr. Acland.*) Do you think that the teaching of the English governesses is lower than that of other teachers?—I think that a great deal of the early home education which is communicated generally by the aid of these governesses is extremely inferior.

10,819. What faults could you indicate?—I frequently have boys coming out of very respectable and wealthy families, where they have been under the care of governesses for some time, who read imperfectly, their knowledge of arithmetic is very slender, and their knowledge of geography and history very indifferent, as also their spelling. Of course I do not expect a young boy to write well; his hand is not formed. The memory also is little cultivated.

10,820. Have you had any opportunity of judging of the effect of the institutions in London for the preparation of governesses?—I have not.

10,821. Have you had any opportunity of forming an opinion of the continental systems of education?—I lived as a student in Germany some years ago.

10,822. Will you give the Commission your opinion as to what are the practical results of the systems which are generally supposed to be more perfect in theory than our own?—I do not consider that the results are at all such as should induce us to copy them. At the Universities I do not think you would find the same number of men going in for any examination equivalent to an honour examination at our own Universities. You may be aware that in the German Universities it is the plan for the ordinary professors to have what they call seminaries, to which seminaries they admit the most promising students; but when I was at Berlin and Halle those classes rarely exceeded twelve to sixteen, and those, of course, would be the picked men of the University. The ratio that that number of men holds to the great body of students was not equal certainly to the ratio of the honour men of our own Universities.

10,823. Is it your opinion that, taking into account the admitted idleness of many of our young men, and the admitted influence of the Government on the ordinary standard abroad, we get more real mental power by our irregular methods than they do out of their systematic arrangements?—I believe so, decidedly; and even if you come down to the shopkeeper class, or to the artizans and agricultural labourers, I do not see that they are more, in fact, I do not think they are so intelligent as the same classes among ourselves. Go out into the country districts, or talk with the artizans of Berlin, and you will find that they talk just the same sort of German *patois* that our artizans talk in English.

10,824. Have you paid any particular attention to the wants of the

lower middle-classes in England; I mean the class who certainly could not afford to pay more than 5*l.* or 6*l.* a year for their education, and who, at the same time, would not like their boys to go to the national-school?—No, I have not had any special motive for doing so.

10,825. Do you think that the profession of teachers in England could be improved if better prospects were held out to them in any way?—I think it has been a misfortune that the only reward which the highest class of teachers have been able to look forward to has been clerical promotion.

10,826. You think it desirable to encourage laymen to devote their best powers to the profession of teaching, and to remain laymen?—I think so.

10,827. Can you point out any way in which they could receive any other reward or encouragement?—That, I think, is part of a larger question, as to how scientific men, and men of eminent literary merit, should be rewarded in this country. It would be very desirable that their profession should be recognized as a ground for distinction. No man in this country, in this generation, I think, has been rewarded for eminence as a schoolmaster, except with clerical promotion, and that I think is undesirable as an invariable rule.

10,828. You have had great experience as a teacher; have you any suggestions to make as to the subjects of education, which you think this Commission should notice, as suited to the lower or middle class?—I hold fast to the doctrine that classics and mathematics are the best discipline.

10,829. What is your opinion of physical science as a means of mental discipline?—That to a small extent it may be introduced; but I think it can only tell with advantage upon a small number of boys, and I altogether differ from the doctrine,—certainly in a school of the character of my own,—that school boys ought to be prepared for their future professions; I do not think that is at all necessary.

10,830. For a man who is going into trade or into the humbler branches of the general professions, at 18, either by being articled or going into a shop, what do you think is the most important element of his education?—I should not push Greek in that case; let him have a knowledge of the modern languages; but if he is intended for business of that character let him leave at 15, and let him get his further education in the evening.

10,831. Would you make mathematics almost invariably to some extent a part of a busy man's education?—Unquestionably.

10,832. Are those answers founded on your observations of persons going into the busy occupations of middle life, or have your pupils generally been of a higher kind?—Very many have gone into the professions; some of them have gone into business; some as engineers; some as merchants, and so on, but if they are going into those branches of business, I think it eminently desirable that their mathematical talent should be cultivated.

10,833. What is your opinion of technical instruction in school below the age of 16?—I think it can be of very little value, except in rare instances, where there is a strong bent towards it.

10,834. (*Dr. Storrar.*) You are a Master of Arts of the University of London, and therefore thoroughly acquainted with the University of London system?—Yes.

10,835. Do you approve of the introduction of physical science to the extent to which it is introduced in the matriculation examination of the University of London?—Yes, I do.

10,836. You think that for boys who have arrived at that stage when

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they might fairly present themselves for that examination they would derive benefit from that mental exercise which can be secured by the study of science?—Unquestionably. I may say that I am at the present moment having a course of lectures on chemistry delivered to the boys.

10,837. Have you any laboratory in your school?—I have not.

10,838. The instruction given then, is given exclusively by lecture?—By lecture and by experiment.

10,839. Have you any means of ascertaining that the boys really have an intelligent knowledge of the subjects?—Yes, while these lectures are going on, their English essay, which they have to write for me, is expected to include a summary of these lectures.

10,840. Do you think that you would be able through the medium of these lectures in your school to provide what is necessary in the department of science for the matriculation examination of the University of London?—Amply so.

10,841. Can you give us any information as to the extent to which natural science constitutes a subject of study in the schools at Brighton?—It does to a certain extent. The same gentleman who lectures for me on chemistry, lectures also at the College and at some other schools. The College has a course of lectures every year on chemistry. A large number of the schools of Brighton are preparatory schools for the public schools; at the public schools, as you are aware, comparatively little attention is bestowed on that particular branch; and as those gentlemen are of course simply anxious to prepare their boys for the junior forms, they do not trouble themselves about it.

10,842. I presume that the Brighton schools are really schools for the education of the upper classes resident in London and various parts of the country, who are attracted by the sanitary position of Brighton?—Yes; it would, I think, be impossible for a cheap school to subsist in Brighton.

10,843. Therefore you must look upon the schools of Brighton as being for the most part supported by foreigners—that is by outsiders?—Yes, to a large extent.

10,844. What is the population of Brighton?—The parliamentary borough is about 90,000.

10,845. Does the parliamentary borough limit the population of Brighton?—What is designated popularly as Brighton consists of two parishes, Brighton and Hove; I believe the parliamentary borough also includes the parish of Preston, a very small parish lying in the valley.

10,846. Brighton then, contains a population smaller than the parliamentary borough?—Yes, Brighton is less; the parliamentary borough includes Brighton, Hove, and Preston.

10,847. So that you would speak of the population of Brighton being 90,000?—Popularly.

10,848. Where do the population of Brighton get the education of their children?—Some of them in the schools of Brighton, but a great many go away; many go to public schools.

10,849. When speaking of the population of Brighton, I am not speaking of the resident gentry at Brighton or the professional men of Brighton simply, but I am speaking of the class of shopkeepers and residents in Brighton who are maintained by the wealth that is brought to Brighton *ab extra*?—I believe that many of the sons of the wealthier tradespeople in Brighton are sent to boarding schools at a distance.

10,850. Now as to schools for those inhabitants of Brighton whose wealth does not enable them to send their children to a distance; I pre-

sume their children are educated on the spot?—They are educated on the spot.

10,851. Can you tell us anything of the efficiency of the schools in which they are educated?—From what I have heard and what I know of the masters of two of them, I should say that they are extremely well taught. I allude especially to the proprietary schools.

10,852. What are their rates of expenses?—I am not in a position to say off-hand; they are about 10*l.*

10,853. Is there any endowed school at Brighton?—There is a small charity school, but no endowed school.

10,854. Nothing in the shape of a grammar school?—Nothing at all.

10,855. So that the population is thrown entirely upon its own resources to provide education for the children?—Yes.

10,856. And you think that they do provide efficient education?—As far as I am able to judge.

10,857. (*Mr. Acland.*) Would you extend that answer not only to tradesmen who can afford to pay 2*l.* a quarter, but to a man who is just above sending his son to a charity school, and who could not afford to pay more than 1*l.* a quarter, or even less? Should you say that they are able to rely on their own resources without any kind of assistance from those above?—That I am not prepared to say directly.

10,858. Are you aware of any machinery existing in Brighton to meet the cases of such persons? We are told that it requires very large numbers to make an efficient education remunerative at rates not exceeding 1*l.* a quarter, but that with large numbers a very efficient education may be given; have you any such machinery in Brighton, as far as you are aware?—I do not think there is.

10,859. (*Dr. Storrar.*) Do you know if any boys in Brighton go to the Hurstpierpoint school?—Yes; I believe some go there.

10,860. I think we understood you to say that you have not got any very distinct experience on which you could base information as to the best means of providing education for the large class of humbler farmers and humbler shopkeepers who are scattered over the country, and who are beneath the reach of the upper class grammar schools, and above the National and British schools?—I have had no personal experience in the matter; my strong impression is, that, instead of giving them Government aid, it is most desirable on every ground, moral, political, and social, that they should be taught to help themselves. I cannot but feel that the present national system of education has scandalously pauperized large portions of our population.

10,861. Does your remark apply to the National and British schools?—Yes.

10,862. (*Mr. Acland.*) You would be very sorry to see any such organization extended immediately to the rank immediately above them?—Unquestionably.

10,863. Do you think that they stand in need of the assistance of educated men to help them to organize a self-supporting system?—Unquestionably; therefore the county schools that have been established I look upon with very considerable favour, as being a legitimate exercise of the efforts of a county to supply its own wants.

10,864. (*Dr. Storrar.*) Still those county schools have, I think, for the most part, so far as the fabric is concerned, been contributed to by the wealthy classes of the county?—Yes; I cannot see any great objection to that, but I do to any Government interference.

10,865. Seeing that there is a large amount of money in the country which is considered applicable to the purposes of education, do you think that one of the least objectionable modes of its application, seeing

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that it calls for application of some kind, would be to provide fabrics for the class of persons we are referring to, and then leave them to support the schoolmaster?—Do I understand that you would take the endowments that are now in existence, in a given county, for instance, and apply them to a county school; is that the drift of the question?

10,866. Partly so; but there are also funds in the hands of the Charity Commission, or at least in the hands of the Government, which we have reason to believe are applicable to the purposes of education; therefore I ask you whether the providing of a school house and a residence for the schoolmaster, would, according to your view, be the most innocent mode of applying the money?—I think it would be not only an innocent but a very useful way of applying it, and so of abolishing a great number of most pernicious charities.

10,867. I presume that that observation would apply equally to girls' schools as to boys'?—Certainly. My impression is, that the lower middle-class education for girls is particularly deficient.

10,868. (*Mr. Acland.*) You are aware that some ladies have been anxious to improve the education of girls by obtaining for them admission to the University local examinations; do you think that a good plan?—I advocated the measure strongly as a member of the Sussex Board.

10,869. Have you observed the working of the University local examinations which have had, I believe, great success in Brighton?—I have been a member of the Board ever since its formation.

10,870. Will you give us your opinion upon it?—As far as the conception goes, it is a most admirable arrangement. We have, however, just drawn up a memorial from the Board, in which we have ventured to suggest to the Universities a few things which we should like to see altered. In the first place, we not understand why so high a standard, or rather, such a large amount of work, should be required of seniors, as compared with the ordinary poll degree. For the forthcoming examinations next month in Greek the seniors have the Phœnissæ, which consists of 1,700 to 1,800 lines, and there is also the first book of the Memorabilia. The poll men will take up at Cambridge one short oration of Demosthenes. The Latin is not quite so much in excess in the senior local examinations, but still it is in excess of what will be required of the poll men at Cambridge in January. Then there is another point which is more important still. We think it very desirable, in order to enlist the sympathy and support of the better class of schools in these examinations, that there should be two kinds of certificates. As it is at present, a boy may go in and take what are commonly called the "easy subjects," English, and perhaps French and drawing, and if he gets through he will have the same sort of certificate as a boy who takes up Greek, Latin, and mathematics, and who really comes out with a very considerable knowledge of those subjects, and perhaps passes in honours. We have had very great difficulty in Brighton in inducing persons to look favourably on the university and local examinations at all; the mere fact of designating them "middle-class" examinations is a great stumbling block; it is a great mistake. We think also that no important change should take place in the system of conducting those examinations, without an appeal being made to the local boards for their opinion on the subject. When the universities intend to make an alteration it would only be courteous that they should send round to the local boards, with a view of ascertaining their opinion on the proposed change. We have embodied that in our memorial. I may, perhaps, say in connexion with this, that it strikes me as being a most desirable thing, as far as possible, to promote the popularity of these

examinations ; an examination of this kind, carried on *ab extra*, under guarantees for perfect impartiality, is a first-rate arrangement, I think, for us all.

10,871. Are you able to send, or are other gentlemen in a similar position to yourself in Brighton, able to send in their pupils, and do not you find any objection on social grounds to that ?—A little perhaps in some quarters ; however, I venture to brave that, and I have induced a few to go in, but I have never been asked to send a pupil in yet. I consider it ought to become a regular system, that all the members of the upper classes in the schools should go in for their examination statedly every year. Anything that the Commission could do in the way of suggesting that, and commending it to public attention, would be of very great service.

10,872. Have you any experience of the working of the College of Preceptors ?—Simply as an examiner, and knowing how their examinations turn out.

10,873. Will you give your opinion as to the practical effect of their examinations ?—The examinations, I must say, on the whole, have surprised me ; the answers are generally of a superior order, extremely well written, fairly spelt, and fairly put together.

10,874. (*Lord Lyttelton.*) Those are answers by the boys at school ?—By boys and girls.

10,875. (*Mr. Acland.*) Are you under the impression that full security is taken for their being well conducted, and that they command public confidence ?—I think so. I know nothing about the parties themselves. I have now more than 500 candidates under examination, but I have not the slightest clue as to where the parties come from.

10,876. I meant rather as to security against copying and local assistance ?—Yes, I believe so. I remember in the last report the Dean (Dr. Jacobs) had occasion to speak in rather severe terms of some *laches* in that direction. I have also examined for the College of Surgeons in their preliminary examination, and I certainly cannot speak in the same terms of the pupils that were sent in. I think on the last occasion I could very fairly have plucked at least one third. The composition especially was of the most wretched order. I gave them three subjects on which I wished them to write a little piece of English composition.

10,877. Of course they had the opportunity of selecting which they preferred ?—Yes. I really think out of the whole number I did not get more than three I could pass and say they were fair specimens of what lads of 16, 17, and 18 ought to do.

10,878. (*Dr. Storrar.*) Are you aware of any number of persons being sent up to the matriculation examination of the University of London from Brighton ?—A few, but they are generally those who are going into the medical profession. I have sent up a few in the course of my experience, but they have almost all been lads who have chosen the medical profession.

10,879. Do you think that the facility for getting a degree in the University of London has operated as a beneficial stimulus upon the class of schoolmasters' assistants, and induced them to work up to more advanced degree of scholarship and take a degree ?—There are a few instances in Brighton where that has been the case.

10,880. You are aware that there is a very considerable proportion of the graduates in the University of London engaged in the scholastic profession in one way or another ?—Yes.

10,881. And therefore probably there is reason to believe that the

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University has had a useful effect in increasing the number of efficient teachers?—I think it has; it has certainly had the effect of inducing a large number to get a University degree. Of course the University labours under one great drawback, or rather I suppose it may be said to be an almost incurable defect. It has no recognized organ for teaching, and therefore a great many of these men who have got their degrees have got them by private study, and have not gone through what would have been so very desirable, a thorough course of training. I do not wish to say that in disparagement to the University, but I am stating a simple fact.

10,882. Your objection would amount to this,—that whereas there are colleges for the training of candidates for degrees in the University of London, through which colleges a considerable number of candidates pass, yet the mere fact of a man being able to get a degree without going through these colleges, but by means of private study, induces a large number of teachers to proceed to a degree by private study instead of going through the colleges?—I very much regret the change by which the University was thrown open to candidates indiscriminately. I think if a college education had been compulsory it would have been desirable.

10,883. (*Mr. Acland.*) I rather infer from what you have just said, that you would not think it desirable for this Commission to rely too much on simple examination apart from social and collegiate training?—Certainly not.

10,884. Therefore you would look to the encouragement of the foundation of good schools of training of various kinds rather than to mere public examinations alone?—Decidedly.

10,885. Would you wish to see those institutions grow up spontaneously from the property of the country and the wants of the parents rather than from Government action?—I should be very sorry to see Government interfere in it at all. In a free state like ours the happiest lot of the citizens, I believe, is for all to be sure of the protection of the Government in the enjoyment of our rights and then for each man to have the largest scope for the development of his individual character and capacities.

10,886. Do you think the standard of the demands of parents is now rising in the lower middle schools?—Decidedly.

10,887. Do you think, notwithstanding all that may be said about inaccurate knowledge and superficial teaching and too widely extended sweeping systems of knowledge, that notwithstanding all these defects there is an increasing tendency to solid improvement in the education of the middle classes in England?—Unquestionably.

10,888. To bring that to one or two points in particular, do you think that the public estimation of the old subjects, classics and mathematics, is now rising?—I should say so; but certainly towards the better teaching of what are considered the branches of English education.

10,889. At least if not to any one particular subject, that the appreciation of general education, as distinguished from mere special knowledge, is on the increase in England?—Yes.

10,890. And if judicious measures are adopted to facilitate it, the spontaneous action of the people may be relied upon for the education of the middle classes?—Yes; I think that the large number of examinations,—the Civil Service examination on the part of the Government, the examinations now instituted by the Apothecaries' Hall, the Royal College of Surgeons, the College of Preceptors, and the Universities,—have all helped in that direction.

10,891. Do you see any great harm in having a great many centres of examination, under the direction of independent bodies, or do you wish to see them brought into one systematic homogeneous whole?—I prefer their being in the hands of the Universities; the natural position of the Universities to my own mind is, that they should be at the head of all the education of the country.

10,892. Special as well as general?—Special as well as general.

10,893. In saying that, do you intend to distinguish between the teaching of science and the acquirement of practical experience in the art of professions?—I do not mean professional training, but I mean general education. That, I think, is the proper place of the Universities throughout the country.

10,894. (*Lord Lyttelton.*) Do you concur in the opinion that an uniformity of Latin and Greek grammars used in schools is desirable?—I think it would be a very great convenience to us, especially, where we have boys going to the public schools.

10,895. Do you think that could be done by agreement among the masters themselves?—I think so, by a committee of masters. Incidentally I may say I believe we want a radical reform in the grammars themselves; that the introducion, for instance, of something like the system of analysis, which is now coming in, and very properly so, in regard to English grammar, should be applied to Latin and Greek grammar.

10,896. Do you know any completely satisfactory grammar, either Latin or Greek?—Certainly not, either philologically or syntactically.

10,897. Has it occurred to you to be possible to have a uniform time of holidays for schools?—I think there ought to be very little difficulty about it. My own feeling is most decidedly in favour of what is called the "Three Term" system. For some years my school was managed upon the old-fashioned system of holidays at Midsummer and Christmas. I made the alteration with the unanimous assent of the parents of my pupils. I have, therefore, had an opportunity of contrasting the two systems, and from my own experience and that of my pupils I am certain that it is most desirable that there should be three terms. Twenty weeks of honest work without any break is too great a strain both for masters and pupils. There is also an incidental advantage, by the Three Term system you get rid of any pretence for Michaelmas holidays. My pupils go away the last week in July, and they return about the 10th or 12th of September.

10,898. (*Mr. Acland.*) Is not the Two Terms system very much a question of money?—The additional expense is very slight, and is every year diminishing.

10,899. You think that the railway system has modified the reasons for the old Two Terms system?—Quite so, and will increasingly modify it.

10,900. That of course could only be arrived at by general observation?—The pressure and the inconvenience is mostly felt by what are called the visiting masters, I mean such gentlemen as come to teach drawing and music, who are very often not resident masters. In Brighton it is now really a serious inconvenience. The consequence is, that between us they get no holiday at all in the summer. Towards the end of my term they come to me to know if I will make some arrangement by which I can give them ten days, and then they go to the others and they ask them for another ten days, and so they eke out a holiday, but this of course occasions a certain amount of disarrangement to the schools.

10,901. Do you think such an alteration could be made as a matter

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of general regulation?—It could not be done by enactment, but the recommendation of the Commission would go a great way.

10,902. (*Dr. Storrar.*) Are there not a large number of schools like your own gliding into the Three Term system?—It is a very slow movement, and especially on the part of the ladies' schools; they are one of the greatest obstacles.

10,903. (*Lord Lyttelton.*) Do you think any incorporation of schoolmasters other than is already provided for by the College of Preceptors is called for?—Although I have been for many years a member of the College and an Examiner, I cannot be blind to the fact that it has only commanded the sympathies for the most part of a certain portion of the profession. It has not been taken up heartily by the whole of the profession: many very eminent men have practically stood aloof from it. I do not know whether that organization is capable of being so moulded as to ensure the co-operation of the leading schoolmasters in the kingdom; if it is, I think that might do.

10,904. Is some higher authority, some Crown or Parliamentary authority required for that object?—No; I do not think that, but it wants the co-operation of the leading schoolmasters in the kingdom.

10,905. Do you perceive any difference as to the state of preparation in which boys come to your school, from the circumstance whether they have been trained at home or have gone to some preparatory school?—Yes; every now and then I receive a boy from home remarkably well trained. One family especially I could mention whose boys always come in what I consider a very excellent state of preparation; but I think as a rule they are better trained when they have been at preparatory schools. Some of the preparatory schools have an excellent reputation, and if I receive a pupil from them I am certain to find that he has been carefully grounded. I cannot say the same of others.

10,906. With regard to the training of schoolmasters, do you think that an institution similar to the Government training schools would be desirable?—Provided that they were not under the control of the Government.

10,907. You would have special institutions for the training of schoolmasters?—I think it would be very desirable. As it is at present a man devotes himself to the profession of teaching, and if he succeeds he succeeds very much by the light of nature. I think it is about the only profession in the kingdom for which there is not professional training.

10,908. You have lectures in physical science; but it is not a part of your regular course?—I have had them before, I have them now, and I hope to continue them.

10,909. Do they come into the school work? Do the boys' places in the school, their promotion, depend upon it?—No.

10,910. Do you give prizes for it?—Not distinctively. I have rather a peculiar way of giving prizes. I give a prize to every boy in the school whose conduct is satisfactory and who gets half marks in all his classes. My feeling about it is this, that in a school where an education like the one which I give is imparted, it is desirable that a boy should not feel "I can go and pay attention to one particular subject and "neglect all my others, and get a prize for that particular subject." His general training is the great object.

10,911. Do they get marks, or is their position in the school in any way affected, by their knowledge of physical science?—No, it is not.

10,912. Is the attendance at lectures compulsory?—It is compulsory.

Adjourned.

Wednesday, 29th November 1865.

PRESENT :

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON,
DEAN OF CHICHESTER.
REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
JOHN STORRAR, M.D.

LORD TAUNTON IN THE CHAIR.

Rev. G. A. Jacob, D.D., Rev. T. Jackson, M.A., Rev. J. Ridgway, M.A., B. Rule, Esq.

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The REV. G. A. JACOB, D.D., Upper Grammar Master, Christ's Hospital,

The REV. THOMAS JACKSON, M.A., Prebendary of St. Paul's, Rector of Stoke Newington, formerly Principal of the Battersea Training College,

The REV. JAMES RIDGWAY, M.A., Principal of the Oxford Diocesan Training College,

BARROW RULE, ESQ., Principal of the Aldershot Classical and Mathematical School, Honorary Secretary to the General Committee for Scholastic Registration,

Called in and examined.

10,913. (*Lord Taunton.*) Perhaps I had better address my questions in the first instance at any rate to Mr. Rule, the gentleman who acts as honorary secretary to the Committee. I believe, Mr. Rule, you are principal of the Aldershot Classical and Mathematical School?—I am.

10,914. You are at present acting as honorary secretary to the Committee of the Association for promoting the Scholastic Registration, on behalf of which the deputation has attended here to-day?—I am the honorary secretary.

10,915. How long has that Association existed?—The present General Committee was established in July 1864, but for several years before that the movement had been under the exclusive agitation of the College of Preceptors. It was then handed over to a central and neutral body, consisting of representatives of the various branches of the profession, and of other persons of influence interested in education.

10,916. Do you consider that this Association represents pretty fully the feelings and opinions of the schoolmasters of this country?—I have every reason to believe so.

10,917. Are there upon it masters of the endowed schools, of the proprietary schools, and of the private schools of the country?—Masters of the endowed public schools, public schools unendowed, private schools, and schools for the industrial classes are upon it.

10,918. With regard to the proprietary schools, are there masters representing those schools?—There are.

10,919. With regard to the private schools?—Also with regard to private schools.

10,920. Will you have the kindness to state to the Commission the views which you are desirous of laying before us?—The views of the General Committee are, that a Scholastic Registration Act, analogous in its main provisions to the Medical Act of 1858, might be passed; that at the time of its passing all *bonâ fide* schoolmasters in the country should be entitled to be registered; that after some given date

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only those should be registered who hold one or more of the qualifications stated in the Act; that no name should be struck off the register, except for offences specified in the Act, or in case of death; and that any unregistered person assuming any title or designation mentioned in the Act as being restricted to duly registered persons, should be liable to a penalty.

19,921. I believe the outlines of the Act which you have now referred to have been published in a newspaper called the "Educational Times"?—They have.

10,922. Is it the case that the provisions of that Act are copied very closely from those which now apply to the medical profession?—Most of them have been; they are marked with an asterisk in the paper before your Lordships.

10,923. I think with regard to the medical profession, there is this great distinction between the Act which applies to them and the Act which you propose to apply to the scholastic profession, that in the first case no one is allowed to practise without such a certificate, whereas you do not, as I understand, intend to make it compulsory upon a schoolmaster before he practises to take one of these certificates?—It is not our intention to make it compulsory. Will your Lordship allow me to state that there is no provision in the Medical Act which would prevent me, for instance, from practising to-morrow as a surgeon, provided I did not declare myself to be a surgeon.

10,924. (*Lord Stanley.*) But you practise subject to this inconvenience that you are not able to recover your fees in any court of law?—Such is the case.

10,925. (*Lord Taunton.*) You do not mean to apply that to the scholastic profession?—By no means.

10,926. Will you have the kindness to give us the outlines of the Act which you think it desirable that the Legislature should pass?—I will read them from the printed circular.

I. The General Scholastic Council shall consist of representatives of the following bodies:—

(1.) The several Universities of Great Britain and Ireland.

(2.) All chartered bodies empowered to grant diplomas or certificates to persons engaged, or desiring to be engaged, in the scholastic profession.

(3.) The Central Governing Bodies of Training Institutions recognized by the Committee of Council on Education, or by the Commissioners of National Education in Ireland.

(4.) Persons nominated by Her Majesty with the advice of the Privy Council for England, Scotland, and Ireland, respectively.

(5.) A President, to be elected by the General Council from among its own members.

10,927. Would that be a very numerous body?—I think not; at any rate not much more numerous than the present Medical Council.

II. *Members of the General Council representing educational bodies must be qualified to be registered.

III. Every person possessed of one or more of the qualifications herein described shall be entitled to be registered:—

(1.) Degrees granted by the Universities of the United Kingdom.

(2.) Diplomas and certificates granted by the chartered bodies referred to in clause I.

(3.) Certificates granted by the Committee of Council on Education.

(4.) Certificates granted by training institutions recognized by the Committee of Council on Education, or by the Commissioners of National Education in Ireland, provided that the Board of Examiners in each case be entirely distinct from the officers of such Institutions, and from the persons by whom the students are instructed.

(5.) In the case of teachers of special subjects, *e.g.*, French, German, Music, &c., such evidence of special qualification in such subjects as shall satisfy the General Council. The names of such teachers to be recorded in a separate list.

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IV. It shall be the duty of the Registrar of the General Council to countersign all legally recognized degrees, diplomas, and certificates presented to him by persons entitled to be registered.

V. *The members chosen by the bodies enumerated in Clause I. shall constitute the Branch Councils for England, Scotland, and Ireland respectively, to which shall be delegated such of the powers and duties vested in the Council as the Council may see fit, other than the power to make representations to Her Majesty in Council. The President shall be a member of all the Branch Councils.

VI. *The members of the General Council shall be chosen and nominated for a term not exceeding four years, and shall be capable of re-appointment; and any member may at any time resign his appointment.

VII. *The several bodies mentioned in Clause III. shall, when required by the General Council, furnish information as to the courses of study and examinations, and the ages at which such study and examinations are required to be gone through; and any member of the Council, or any person deputed, may attend and be present at any such examinations.

VIII. *Any two or more of the bodies mentioned in Clause III. may, with the sanction of the General Council, unite or co-operate in conducting examinations.

IX. *In case it appear to the General Council that the courses of study and examination conducted by the bodies named in Clause III. are in any way defective or irregular, it shall be lawful for the General Council to represent the same to Her Majesty's Privy Council.

X. *It shall be lawful for the Privy Council, upon such representations, if it see fit, to order that any qualification granted by such body shall not confer any right to be registered. It shall be also lawful for Her Majesty, with advice of the Privy Council, upon further representation from the General Council, or otherwise, to revoke any such order.

XI. *If any registered person shall be convicted of any felony, misdemeanour, crime, or offence, or shall, after due inquiry, be judged by the General Council to have been guilty of infamous conduct in any professional respect, the General Council may erase the name of such person from the register.

XII. *If any person shall wilfully procure, or attempt to procure, registration by any false representation, he shall be punishable by fine or imprisonment, and shall, on conviction, be imprisoned for any term not exceeding twelve months.

XIII. *Any person who shall pretend to be registered, or take or use any name, title, or description [names and titles to be inserted here] implying that he is registered, shall pay a sum not exceeding Twenty Pounds.

XIV. *After [the date to be inserted hereafter] the words "legally qualified "schoolmaster," or "duly qualified schoolmaster," or any other words indicating a person recognized by law as a schoolmaster, teacher, or member of the scholastic profession, when used in any Act of Parliament, shall be used to mean a person registered under this Act.

XV. Any person engaged in the scholastic profession at the time of the passing of this Act, and being of age, may, on the production of satisfactory evidence, be registered; and no such person shall be struck off the register, except for offences specified in Clause XI., or in case of death.

XVI. The registrar shall enter in alphabetical order the name, place of residence, and qualification of all persons entitled to be registered, thus,—

Name.	Residence.	Qualification.
A. B.	The Grammar School, Bristol.	Master of Arts in the University of Oxford.

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10,928. (*Lord Taunton.*) I observe that you propose that it should be in the power of this Council to strike the name of a master off the register for immorality connected with his profession; by that do you mean, supposing there were any gross case of notorious immorality not particularly connected with his profession, that in that case it should not be lawful to strike his name off the register?—I think not, unless it is professional, and unless he has been convicted in a court of justice.

10,929. As I understand it, if he is convicted of any offence in a court of justice his name will be struck off the register?—Yes, if the Council see fit, but not otherwise.

10,930. And if, after inquiry, there is reason to believe that he has been guilty of immorality in connexion with his profession, then he is also to be struck off the register; is not that it?—Provided he is declared to have been such in a court of justice; in all cases a court of justice must first decide upon his immorality.

10,931. (*Lord Lyttelton.*) The proposed clause says: "If any "person shall be convicted of anything, or shall, after due inquiry, be "adjudged by the General Council to be guilty of infamous conduct;" that does not refer to a court of law?

(*Mr. Ridgway.*) I think if your Lordship will allow me, I may say, we had a great deal of discussion about the formation of that particular rule, and we decided that it would be a most difficult as well as an invidious thing for a General Council to have to decide whether a person was guilty or was not guilty of any moral offence which had nothing necessarily to do with his profession; and that, therefore, we can only say "such offences as are proved in a court of justice;" also that a General Council would be perfectly justified in judging of any wrong conduct connected with the exercise of the person's profession, but that it could not judge of anything else.

10,932. (*Lord Lyttelton to Mr. Ridgway.*) You mean that the General Council would judge of professional offences without the sentence of a court of law?—Yes.

10,933. (*Lord Stanley to Mr. Rule.*) Under the heading of professional offences should you include such a case as this: If a schoolmaster had punished a boy with undue severity, and if the parent had recovered damages from him in consequence?—I should think not, though the Council would have the power, after conviction in a court of law, to order his name to be struck off the register. I can give an instance: a case occurred some time ago of a master, who, by excessive flogging, occasioned the death of his pupil, and was sentenced to penal servitude on that account; his name would have been struck off the register.

10,934. (*Lord Taunton.*) You do not, as I understand it, propose to institute any inquiry into the previous moral conduct of a schoolmaster who seeks to be put upon that register?—Not at all, no person of immoral conduct would be allowed to undergo any of the examinations which would entitle him to be registered. We do not desire that the Scholastic Council should assume any inquisitorial power.

10,935. You consider that that would be to some extent a guarantee of the moral conduct of the schoolmaster?—Exactly.

10,936. (*Lord Lyttelton.*) You assume, with reference to clause III., that none of those diplomas, certificates, or degrees would be granted to a person morally objectionable?—I believe they would not.

10,937. Is it so, now that a degree is granted by the Universities that does not imply a moral certificate?—A candidate must be of good moral character before he can obtain his degree.

10,938. With reference to those new certificates granted by the Committee of Council for Education, that would be a new kind of certi-

ficate under the Act?—The certificates referred to are already granted by the Committee of Council on Education.

10,939. The words of the Bill are, Clause III., "Certificates granted by the Committee of Council for Education." Those would be certificates created by the Act?—This clause refers to certificates which now exist.

10,940. What are they?

(*Mr. Ridgway.*) There are certificated schoolmasters now.

(*Mr. Jackson.*) May I venture to illustrate Mr. Ridgway's observation by my old experience in connexion with the Training College at Battersea? There are a large number of certificated schoolmasters now, and it is to them that reference is made in the clause. They are supposed to be competent to undertake certain sorts of middle schools without any further examination.

10,941. (*Lord Lyttelton to Mr. Rule.*) The intention is that all those certificates and diplomas, would, to some extent, convey a moral recommendation?—Exactly.

10,942. (*Lord Taunton.*) In the case of a French master, you would propose to give him a certificate upon ascertaining his knowledge of the French language and his ability to teach it?—The suggestion, in the case of teachers for special subjects, such as French, is, that the Council should be allowed to decide whether the certificate presented by the Frenchman be one entitling him to be registered. He might bring a first class certificate from his own country which the Council might recognize as entitling him to have his name placed on the separate list, though not on the list in which the names of those who had obtained general qualifications would be entered: the list would be entirely distinct.

10,943. Would you extend it to music, and such subjects?—Yes, to music, drawing, German, and to other subjects.

10,944. Do you believe this system, if carried out, would exclude many persons from the practice of teaching, who are now employed in it, and who are very inadequate to the task?—I think at the time of the passing of the Act it would be very difficult to draw the line of division between those who were, and those who were not, competent, and that therefore it would be necessary to register all who could produce any evidence that they were schoolmasters, be they competent or incompetent, but that after a certain date, only those should be registered who could produce any one or more of the required qualifications.

10,945. You believe that it would work itself clear?—It would work itself clear gradually, and would deter incompetent persons from undertaking the duties of schoolmaster.

10,946. (*Lord Stanley.*) Do you think that the effect of this arrangement would be, that after a certain time parents in general would not take any master who was not registered?—I think that the masters who were registered would be very careful to declare that they were duly qualified men, and that it would be their interest to do all they could to discourage persons from employing others who were not perfectly qualified. Schoolmasters have an advantage which others do not possess; they issue prospectuses of their schools, in which they would declare themselves to be legally qualified.

10,947. In short it would become a close corporation having a very strong interest in excluding from their business anybody not belonging to that corporation?—They could not in any way interfere with those who did not belong to them; they might bring their influence to bear upon parents, and if they found persons who were unregistered declaring themselves to be registered, they could prosecute them.

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10,948. You would require a certain examination to be passed before you admitted schoolmasters to be registered in case of no other public examination having been passed?—A certain examination would have to be passed; any one of the examinations specified in Clause III.

10,949. (*Rev. A. W. Thorold.*) It might happen that none of those have been passed?—Then they could not be registered.

10,950. (*Dr. Storrar.*) In the event of a person not having passed any of those examinations, is there any mode of obtaining admission?—At present there is not, unless the General Council were themselves to institute any examination. It is suggested that the Council should institute some examination.

10,951. (*Lord Lyttelton.*) But that is not provided for in the draft Bill?—No, but a later minute of the Committee suggests it.

10,952. (*Lord Taunton.*) Is that only in case the candidate has not passed any other of the examinations?—Not in that case at all. A candidate may make his choice. I will read the minute that was passed: "That while it is not proposed at present that the General Council to "be appointed under the Act, shall do more than register the certificates "issued by the bodies named in Clause III., it is hoped that hereafter "the Council may act directly or indirectly as an Examining Board, "especially in the much neglected 'Theory and Practice of Education,' "with a view to ultimately drawing up a list of schoolmasters and "teachers graduated according to the amount of qualification in each "individual case."

10,953. Do you contemplate either now or hereafter having any scheme for the inspection of schools connected with this Association?—We do not.

10,954. (*Lord Lyttelton.*) You do not attempt to define what you call a *bonâ fide* schoolmaster beyond the words in the proposed 15th clause, "any person engaged in the scholastic profession;" do you believe the Council practically would have no difficulty in satisfactorily ascertaining who is a *bonâ fide* schoolmaster?—I think there would not be any difficulty. I take the case of the master of some small school in a remote parish. If he could bring from the clergyman of the parish, or some other person of known respectability, a certificate stating that he was really practising as a schoolmaster, whatever his qualifications might be, he would then be registered. No doubt at the time many will be registered who are in some degree incompetent. There would be great difficulty in drawing the line between competent and incompetent teachers.

10,955. Would a private tutor be considered a schoolmaster?—A private tutor would.

10,956. You do not propose to define the scholastic profession beyond what you have done here; you leave that to the Council to ascertain?—We leave that to the Scholastic Council; those strictly would be in the profession who had passed any of the specified examinations.

(*Mr. Jackson.*) May I venture to make a suggestion explanatory of Mr. Rule's remark? Persons are alternately masters of schools and private tutors; that is, they have individual pupils and private classes, and very often a man has both at the same time; therefore it would be very difficult to make any exact definition distinguishing between a private tutor and a schoolmaster, because four boys might be called a school, though instructed in a private room.

10,957. (*Lord Lyttelton to Mr. Jackson.*) Would a clergyman who takes three or four private pupils at his own house, a clergyman in charge of a parish, be in the scholastic profession?—Yes, I think so, if he chose to consider himself so.

10,958. (*Mr. Acland.*) To go one step further; suppose a gentleman, not being a graduate, made an engagement in a private family, and undertook the charge of that family, would you call him a member of the profession?—Yes, I think so.

10,959. On what test, how would you get at it?—That is a point at which, at the beginning, the gentlemen who moved in this work found that they had great difficulty. Eventually we may hope that the whole profession would be so influenced by the registration that they would gladly, one and all, move for an examination of qualifications to teach; but at the beginning, considering the vast number of teachers there are, it would be very difficult to do that.

10,960. (*Lord Lyttelton.*) Therefore you simply say for the present a *bonâ fide* schoolmaster, leaving it to future times for all schoolmasters to be registered on examination?—Just so.

10,961. At present you leave the Council to ascertain who are *bonâ fide* schoolmasters, and who are not?—Yes; and each case must be taken on its own merits.

(*Mr. Ridgway.*) May I make this observation, that at the commencement of the registration it would lie upon the person applying to be registered to show his qualification. We do not contemplate that the General Council, as soon as it came into existence, would draw up a list of all the duly qualified persons.

10,962. (*Lord Lyttelton to Mr. Ridgway.*) The Council would have to be satisfied whether they were duly qualified or not?—Yes.

10,963. (*Lord Taunton to Mr. Rule.*) How would you propose that the expense of working this registration should be defrayed? Do you propose to be authorized to charge any fee for registry?—We propose that a fee should be paid by all who are registered, as is the case with Medical men, and that the expenses should be defrayed out of those fees.

10,964. Are you able to state the amount of the fee?—That question has not yet been brought before the Committee.

10,965. (*Dean of Chichester.*) How would you propose to deal with inefficient masters. In some of the endowed schools we may find instances of a master who is contented with the endowment, and who prevents boys from coming to the school; that school has therefore almost ceased to exist as a school; how would you propose to deal with that sort of master, those who are not properly doing their duty?—I do not see how the Council could interfere with any master if he were neglectful in the discharge of his duty; such interference would rather be left to the bodies under whom he was directly acting, the trustees of the school.

10,966. (*Lord Stanley.*) In point of fact the registration would prove only this, that at some period of his life he had obtained a certificate from your body, and that he had not been convicted of any crime?—It is so under the Medical Act. After he had been once registered, any additional qualification which he might acquire would be appended to his name, on the payment of a fee; and his name could not be struck off the register, unless he had been convicted, in the first instance, by a court of justice.

(*Mr. Ridgway.*) But the aim of this Act, though it is impossible to commence with that, is only to register, if possible, those who are able to show that they have some capability of teaching; not merely that they have some intellectual knowledge at one period of their lives.

10,967. (*Rev. A. W. Thorold to Mr. Ridgway.*) How do you propose to ascertain that?—That, I am sorry to say, is a great difficulty.

10,968. (*Lord Lyttelton.*) At present there are no means of ascer-

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taining it?—None whatever; we only hope that this may be a means of introducing that desideratum.

10,969. (*Mr. Acland.*) Your scheme as it now stands simply certifies to presumed knowledge or ostensible experience?—Exactly, at present.

(*Mr. Jackson.*) May I be permitted to make a remark upon the Dean of Chichester's question, relative to an endowed schoolmaster not doing his duty? It would be impossible for a central body like this Council to undertake the investigation of all delinquent schoolmasters, whether of endowed schools or otherwise; but directly a local and responsible body had certified in any way that a master was infamous in the conduct of his school,—for instance, that he habitually absented himself, and would not work in order that he might have no scholars, as it is said the master of a great endowed school in the East Riding of Yorkshire did some years ago, and in the Histories of Yorkshire it is stated, that the last boy was bribed or beaten away; in such a case, it would be very proper that the Council should take cognizance of such an act by striking the man off.

10,970. (*Mr. Acland.*) Have you ever considered the question of drunkenness?

(*Mr. Jackson.*) To say that a schoolmaster should never teach again who had been once caught intoxicated, would be perhaps going too far, but of course an habitual drunkard would be infamous in conduct. I should think there would be no question at all about that.

10,971 (*Lord Stanley.*) You have several times used that phrase, "infamous in conduct," can you define the extent to which you propose that this kind of moral censorship should be exercised by the Board which you propose to create?—The Board does not, I think, intend to exercise moral censorship, it would only act through the moral censorship of competent bodies.

10,972. Do you mean to deal only with the cases which have been dealt with in a court of justice? Because in your statement here, you go much further?—No. I understand that there are many courts, so to speak, which are different from courts of justice, but yet are courts that judge of immorality; for instance, suppose the trustees or committee of a proprietary school should meet together and deliberately vote that so and so is incompetent, from wicked conduct, any longer to conduct the school; it would be very proper then for the Council to take cognizance of such a vote, though it would not be an act of a court of justice.

10,973. Can you say expressly, on behalf of this body, that that power of judging to be exercised by the Council distinct from the sentence of a court of law, is not to be exercised by the Council pursuant to any investigation instituted and conducted by itself, but that it must always be on the verdict of some other body?—I should say so, as far as my own impression goes.

10,974. I want to know whether the Council say so?—I should not like to speak on such a delicate point as that on behalf of the Council.

(*Mr. Rule.*) May I be allowed to say that, as far as the Committee is concerned, they understand the offences specified to be offences which have been first proved in a court of justice.

(*Mr. Jackson.*) Or in a competent court.

10,975. (*Dr. Storrar to Mr. Rule.*) Is it your opinion that the best members of the scholastic profession would respond to a registration of this kind; that the register might eventually become a record of superior qualifications, and that in that way the public might eventually have some guarantee for persons on the register being really well qualified for their duties?—I have every reason to think so. I have

here the signatures of 836 schoolmasters, who expect that their signatures will be laid before this Commission, expressing their entire concurrence in the principle of scholastic registration.

10,976. So that not by any process of compulsion, but simply by the effect of voluntary registration, you think you see your way to raising the qualifications of the teacher?—Quite so, and there is every indication in favour of it. I have tabulated the signatures I have received, in order that the Commission may be able to judge who the persons are that have signed in favour of registration.

10,977. (*Mr. Acland.*) Have you at all considered the question of registering subordinates who do not happen to have these certificates of knowledge implied by a degree, a diploma, or certificate; such as ushers or assistants who have been trained up in the schools?—After the date specified in the Act, after all present schoolmasters have been registered, we would then register those who could undergo one or more examination, whoever or whatever they might be.

10,978. Are there not a large number of young men in humble circumstances, but who are trained to the profession of a schoolmaster, in the establishments of gentlemen conducting schools?—That is a class which we very much wish to improve.

10,979. Have you made any provision for that class, and if so, what is it?—That they should undergo any one of the examinations. There is no other condition of their being registered.

10,980. What examinations will be opened to them?—All examinations specified in Clause III.

10,981. They might not be able to reside at the University; they might be too old to go up for the local examinations, and they might never have been in a training school?—There are the examinations mentioned in Clause III., "The chartered bodies include the College "of Preceptors and the Educational Institute of Scotland."

10,982. You would hope, in fact, that those young men would obtain certificates which would put them on your register?—Yes.

(*Mr. Ridgway.*) That is our great wish that they should be obliged to do that.

10,983. (*Lord Stanley to Mr. Rule.*) Do you not fear that a certificate of that kind might be taken as meaning much more than it might really mean, and therefore make employers careless of making inquiry on their own account?—All qualifications would be definitely stated in the register.

10,984. (*Rev. A. W. Thorold.*) Does this proposed Bill affect schoolmistresses as well as schoolmasters?—That question has been most carefully discussed by the Committee.

10,985. As a matter of fact, does it?—As a matter of fact at present schoolmistresses are not included.

10,986. Has the question been at all considered by the Council?—It has been very carefully considered, and I may state the reason why schoolmistresses are not specially mentioned. There is a very strong feeling in favour of and against the extension of female education. We do not wish, in promoting this movement, to take any ground which might be disputed by those who are at all antagonistic to the further promotion of female education. We hope that ultimately schoolmistresses may be included, since the education of this country is greatly affected by them.

10,987. (*Mr. Acland.*) It has come before us in evidence that an important institution connected with the scholastic profession has found itself compelled, by reason of what they consider sufficient con-

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sideration, to admit very successful practitioners in the art of keeping scholastic establishments who were known really to be intellectually incompetent, and to be, in fact, merely successful keepers of a boarding house; have you considered in what way you would deal with cases of that kind?—Those who are so admitted into the bodies you have named?

10,988. Having no degree, no diploma, and nothing to show for it except that they have made an immense quantity of money out of pupils.

(*Mr. Jackson.*) But who do not themselves teach.

(*Mr. Rule.*) They would not be registered unless they had undergone one of the examinations conducted by that body; they must pass an examination.

10,989. (*To Mr. Rule.*) Would they not come under Clause XV. as persons engaged in the scholastic profession?—At the time of the passing of the Act they could not be excluded if in charge of a school. They would fall off year by year.

10,990. Do you propose to test these gentlemen by an examination, or to refuse them admission on your register?—We could not compel them to come under any test at the time the Act was passed.

10,991. In point of fact such persons would appear on your register?—Yes.

10,992. (*Lord Taunton.*) Are there any other points to which you wish to call the attention of the Commission?

(*Mr. Jackson.*) I believe the only reason why I am here, is not because these little details properly belong to me, but as having had great experience during the last 30 years of the desire of a large body of respectable schoolmasters to undergo some form of examination, or to be registered in order that they may be distinguished from incompetent teachers. During the time that I was Principal of the Training College at Battersea, that question was constantly under discussion, and I believe that Sir James Kay Shuttleworth, Mr. Edward Carleton Tufnell, and other gentlemen who took a prominent part in the foundation of that institution, and its subsequent work, were very warmly pressed by private schoolmasters to institute, either in connexion with the Government, or in some other way, the registration, and eventually the examination of middle class schoolmasters, that is, persons who keep what are called private academies. That pressure has constantly been exercised more or less on myself.

(*Mr. Rule.*) May I be allowed to name some of the public bodies which have expressed their entire concurrence in this scheme? The College of Preceptors, the Educational Institute of Scotland, the General Associated Body of Church Schoolmasters, which represents the schoolmasters of the industrial classes, the Scottish Central Association of Schoolmasters, and various other Associations throughout the country, such as the Manchester Board of Schoolmasters, consisting of 40 of the most influential educators in Manchester, who have sent a representative to the Committee, and who have expressed their concurrence in this scheme; and other similar Associations. I have here the signatures of 836 schoolmasters,—clergymen and laymen,—which it was my duty to bring with me this morning, and lay before the Commission.

10,993. (*Mr. Acland to Mr. Rule.*) Is there any marked preponderance of either private schoolmasters, or masters of endowed schools in that list?—I have all the statistics here. 72 clergymen, 764 laymen, 183 public schoolmasters, 271 private schoolmasters, 262 masters of schools for the industrial classes, 120 masters, principals, and students of

training colleges; of those 36 were graduates of Oxford, 31 graduates of Cambridge, 32 graduates of London, 12 graduates of Durham, and 16 graduates of universities not specified in the returns. *Rev. G. A. Jacob, D.D., Rev. T. Jackson, M.A., Rev. J. Ridgway, M.A., B. Rule, Esq.*

10,994. (*Lord Taunton.*) Is that list applicable to Ireland?—Only to England.

(*Mr. Ridgway.*) I should like to supplement what Mr. Jackson has said with regard to the demand for schoolmasters of that kind. As the Principal of a training college, I have perpetually applications for middle-class schoolmasters, who have been trained, and continual complaints from the Principals of middle-class schools, that they cannot obtain duly qualified middle-class schoolmasters for their subordinates; but although we could easily find abundance of situations for such men, we cannot recommend any. We do not know of them,—there are no means of our knowing of them. They will not come to be trained, because, as it is, they can slip into the profession without any qualification. Practically, we are now forbidden to send out certificated masters to fill those posts. 29th Nov. 1865.

(*Mr. Rule.*) May I be allowed to add, that in the promotion of this movement the great object of the Committee is not merely to exclude from the profession incompetent men, but also to encourage and promote education generally throughout the country. We have not been influenced by any class feeling at all, but by a sincere desire to benefit education generally, and to encourage the study of the science of it; but we find that it is impossible to do so,—that the efforts have failed which have been made to promote it, and that they will fail so long as the door of admission to the profession is open to any one who may choose to come in. Relative to the desire on the part of private schoolmasters to be registered, and to have some recognized *status*, I may say, that a meeting was held, in January, at the rooms of the Society of Arts, by public advertisement, at which the Rev. Prebendary Jackson took the chair, and the Rev. James Ridgway and myself were present, and from three to four hundred schoolmasters, chiefly of private academies. After full exposition of the proceedings of the Registration Committee, the meeting came to the unanimous resolution of adopting the scheme which the deputation have had the honour to lay before the Commission to-day.

FREDERICK WILLIAM WALKER, Esq., M.A., called in and examined. *F. W. Walker, Esq.*

10,995. (*Lord Taunton.*) I believe you are a Fellow of Corpus Christi College, Oxford?—I am.

10,996. You took a first class in classics?—Yes.

10,997. You also gained the Sanscrit scholarship?—Yes.

10,998. And the Vinerian scholarship?—Yes.

10,999. I believe you are now the Head Master of the grammar school at Manchester?—Yes.

11,000. Will you have the goodness to state to us what is the nature of that school?—It is an ordinary grammar school, founded by Hugh Oldham; or rather it is generally said to have been founded by Hugh Oldham, though it was really founded by relatives of his, under his direction, about 1510. At present the education given, which is on a large scale, is under a decree of the Court of Chancery, pronounced in 1848, so that the education is not strictly confined to classics, but embraces French, mathematics, and some other few subjects. We have 250 boys in the school, and a regular staff of eight or nine masters.

11,001. Do you aim at giving what is called a first-class classical and mathematical education; or do you at all adapt your course of

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instruction to the wants of boys whose prospects in life, and the time which they are able to devote to education, would require that education to be of a somewhat different description?—I endeavour to steer a middle course throughout the whole lower part of the school; throughout the whole school except the sixth form, my own form. I give half the time to classics and divinity, and the other half of the time to other subjects, so that most boys under 16 receive an education which would adapt them for passing the Oxford local examination. We pass a very considerable number of boys through that examination, as perhaps you may have seen. I think this last year we passed 35, or one and a half times as many as any other school. When boys once come into my own form, I take care that they study classics, and classics exclusively. I excuse them even mathematics, unless a boy shows great adaptitude for mathematics. If he is a very able boy, I let him pursue both; if he has an aptitude for mathematics I turn him adrift into mathematics.

11,002. To what age do the boys who resort to your school generally speaking remain?—It is almost impossible to say. Boys who are destined for business leave at about 15 or 16. Of course the boys who are going to the University stop till later than in other cases.

11,003. Do most of your boys leave at 15 or 16, or do they mostly remain to the age at which boys go to the Universities?—By far the greater number leave at about 15 or 16.

11,004. What course of instruction do you give to the boys who leave at 15 or 16?—The same to all. We do not make any difference between the two sets. I find giving half the time to English subjects is no serious obstacle to boys going on to the University. It at the most requires them to stop at the school another six months.

11,005. There is no plan of bifurcation in your school according to the future prospects of the boy?—No, not at present.

11,006. I suppose you teach all the boys some Greek, whatever may be their future prospects?—Every form in the school except the very lowest form learns Greek.

11,007. Do you think that advantageous in the case of boys going into business, who leave you at 15 or 16, or if you were free would you in that case omit the Greek?—I do not think that I would omit Greek for this reason: boys who leave us at 15 or 16, who have learnt any Greek at all, or shown any promise whatever, derive more mental profit from Greek than Latin, the language is so much easier. I think I see the first dawn of intelligence very often in a boy reading his Xenophon, an intelligence which I do not find when he is reading his Cæsar. What I should like to do (which I dare not do until the Universities choose to take the lead) would be, to abolish Greek and Latin verses, and reserve that for boys with a pronounced aptitude for philological studies.

11,008. How many boys are there at your school?—At present 250.

11,009. They are altogether day pupils, I believe?—They are altogether day pupils as regards masters, but a person not being a master can take boarders.

11,010. In point of fact are there many boys who board elsewhere in order to attend your school?—I should think not many; perhaps from 25 to 30.

11,011. In the main it is a Manchester school?—Yes, a school for Manchester and the neighbourhood. Some boys come by railway from a considerable distance.

11,012. Is it an absolutely free school in point of expense?—Absolutely free as far as the education is concerned. We take no money in any shape.

11,013. Who has a right to be admitted to it?—The founder says

that every boy, any male child of any shire or country, shall be admitted, and that has been always understood to mean that it is in no degree restricted.

11,014. In point of fact, in Manchester, are any boys who wish to come refused?—Yes; at least as many as are admitted are rejected.

11,015. Is that from want of room?—Yes, from want of room and from want of funds. Unless we had additional masters I should strongly object, and the trustees have in fact objected, under the advice of the University examiners of the schools, to increase our numbers.

11,016. What is the income of your school?—I believe it is about 2,500*l.*

11,017. What is the nett amount of income applicable to the education in your school?—The masters' salaries, I think, are something like 1,800*l.* or 1,900*l.*; what the rest is applied to I really do not know. I suppose repairs of buildings, and so on.

11,018. I observe the expense of the school is stated in the Return before us at 2,500*l.*?—Yes.

11,019. Do you believe that to be substantially correct?—I have no doubt it is.

11,020. What is the governing body of your school?—It is difficult to say; the trustees understand themselves to be appointed chiefly to the management of the property, and they leave the actual management of the school under the direction of the Court of Chancery to the Dean of Manchester and myself. The patron of the school is the head of my own college, the president of Corpus Christi College, Oxford. How it is that the Dean and myself have the management of the school is, in consequence of the direction of the Court of Chancery in the decree; it does not arise, I think, from the foundation deed.

11,021. In this bequest there are other objects probably contemplated besides the establishment of this school?—No, there are not.

11,022. What do you mean by the management of the property as distinct from the management of the school?—The appointment of the masters, for example, is vested in the Dean and myself. The whole arrangement of the education is supposed to be vested in us.

11,023. The managers only consider themselves as bound to take care of the property of the school?—Yes.

11,024. I believe there have been some steps taken to render this school more extensively useful to Manchester than it is at present?—Yes.

11,025. Will you have the goodness to state what those steps have been?—Our trustees applied to the Charity Commissioners for leave to apply to the Court of Chancery for a new scheme, the main provision of which was to be that we were to take boys over and above the 250 free boys, who were to pay 12 guineas per annum for their education. The Charity Commissioners authorized us to apply to the Court of Chancery; the trustees applied by summons in Vice-Chancellor Wood's court, and on Saturday week he gave judgment directing that a scheme should be prepared on the basis of that principle; but at the same time directing that a clause should be inserted that the free boys were to be admitted by competitive examination, and that if ever the income of the foundation were to enlarge so as to allow of a greater number than 250 being free, then an enlarged number should be admitted free. Our scheme, I believe, has gone no further. I called this morning on our counsel, but he was out, and the court was closed; no further steps, I believe, have been taken.

11,026. Do you yourself believe that this alteration would be

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extremely beneficial to the interests of education in Manchester?—I do indeed. I have no doubt that we should be able to give a more general system of education. We should be enabled to teach physical science, a very expensive matter to teach; we should be enabled to teach German, which is a matter of considerable importance in Manchester, from its great business connexion.

11,027. In that case, would you be able to keep more distinct than you do at present the education of those boys who are destined soon to enter into active life from those who are likely to go to the Universities, or to pursue their education elsewhere?—It would be really like counting one's chickens before they are hatched, to say what one would do before getting the boys, or having the disposal of the money; but I do contemplate the establishment pretty nearly at once of a merchant's form, into which I would draft the boys whose parents gave me notice that they were intended for business six months before they left; but I should be very loth to break up the system of united education. I am strongly of opinion that all classes and all men ought to receive the same education up to a certain point, as far as possible.

11,028. You would then like to teach Greek and Latin to those who are destined to become small tradesmen, and so on?—I would teach those languages to peasants, if I had the means and the staff.

11,029. Do you believe at present in Manchester that there are what may be called some tolerably sufficient means of education for that portion of the middle classes which comprises small tradesmen, flourishing mechanics, and so on?—Yes; I think the only want is, the deficiency of interest in education in the parents themselves. There is comparatively little interest in education among the middle classes of Manchester; they show an increasing interest, but there is a traditional custom among them to take their boys into business very young. That is changing a little now, but they have an idea that a boy makes a better man of business if he can be taken and put to the desk at 13.

11,030. (*Lord Stanley.*) Do not they put it in this way—that if a boy is not put to practical business early in life he is very likely to follow other pursuits, and to get a distaste for it?—Yes.

11,031. (*Lord Taunton.*) Do you believe that to be so?—I think as long as an educated man of business is an exceptional person it may be so.

11,032. I think I collected from your answer that you thought there were very many good schools to which parents in that rank of life would send their sons?—Yes; I think the schoolmasters in Manchester are a very conscientious energetic body. I know some half dozen of them, and as far as I am able to judge, they are men who quite understand their business, and who do their best.

11,033. Those are private schoolmasters?—Yes.

11,034. What is the charge which they make for a day boy?—In the schools of which I am speaking I think it varies from 18*l.* to 14*l.* a year for day boys.

11,035. Is that a sum which you think a small tradesman could afford to give for the education of his son?—I was not thinking of a small tradesman; I know comparatively little about the schools to which a small tradesman's son would go, excepting our own.

11,036. You propose to put the charge for your school at 12 guineas?—Yes.

11,037. Do you think that is a sum which the small tradesman might reasonably be expected to give for the education of his son?—Not a very small tradesman, but I think, at the same time, you will find a

greater number of people to pay it, and who probably would pay it in Manchester than in a corresponding population in the south. The reserved wealth of the place is great.

11,038. You think that would comprise a very large class of society?—I have no doubt we should be able to double our school by that arrangement.

11,039. In your scheme should you be obliged to ask 12 guineas?—No, not exceeding 12 guineas. More than that, you must remember we have 250 free boys, and there are at least 100 of them who are well able to pay; many of them have brothers at Rugby, and so on, and quite 50 of them we expect would, from a feeling of shame, put their boys on the paying list, leaving some 50 or 60 more places for the poorer class.

11,040. Suppose you had boys who were free, on what principle would the boys who were free be selected?—Vice-Chancellor Wood directed that it should be by competition from applicants of any kind, not restricted to those already in the school.

11,041. Would poverty on the part of the parents in any case be a qualification for admission without competition?—The Vice-Chancellor said that he saw no warrant whatever, and nothing in the original foundation or in its subsequent extension which would allow him to give an advantage to poverty.

11,042. (*Lord Lyttelton.*) Have the trustees of your school any control over the course of instruction?—They understand that they have not. I do not know whether they have.

11,043. Are you acquainted with the original documents constituting the foundation?—Yes.

11,044. What power have the trustees under those documents?—The education is fixed in the original scheme, which was drawn up, I believe, by some very experienced lawyers of that day, but at the end there occurs a clause giving our trustees the fullest power to make new ordinances affecting the schoolmaster, the usher, and the scholars only. That, I suppose, was never acted upon until the Court of Chancery in 1848 and Vice-Chancellor Wood now exercised that power on behalf of the trustees; and so it is under the decree I derive that power, and of course indirectly from the trustees. The Court of Chancery has never exercised its power as a Court upon us, but simply standing in the room of the trustees.

11,045. Practically the trustees never have exercised any control over the course of instruction?—No; but the last clause gives them the fullest power. The Court, however, has exercised it for them, and exhausted it, I presume.

11,046. You have yourself been in the habit of regulating the whole course of instruction?—After conference with the Dean. At the same time I have always laid every measure before the school committee of the trustees, but that did not exist before my time.

11,047. (*Dean of Chichester.*) You said there was no intention at present to separate the classes of boys; are you contemplating any change in that respect?—I think I have mentioned before that I hope to establish pretty nearly at once a merchant's form, or something of that kind, for boys about six months before they leave school, to teach them book-keeping, and to pay more attention to their hand-writing, and the like.

11,048. (*Mr. Acland.*) I think in your return you mention that you feel some difficulties in your school from being hampered in the course of your instruction by the insufficient income of the school. Would

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you state what they are?—We suffer very much from the lowness of salaries in the lower part of the school. We have to pay our lowest master, the man who teaches the elements of Latin, and occasionally, towards the end of the half-year, the elements of Greek, 100*l.* a year, and I can assure the Commissioners it is next to impossible to get a man for that money who is fit for the post.

11,049. What is the highest salary paid to any teacher in the school, including yourself?—Including a sum for a house, I receive 585*l.*

11,050. Have you any means of increasing that salary, by any exertions of your own, or any success in your school?—No, absolutely none; and there again comes the disadvantage under which we labour. It requires the greatest possible enthusiasm to communicate any to masters who are not at all interested, and who know I am not interested in the pecuniary result. It seems almost impertinent to ask a man to work when there is no chance of his deriving any benefit from it.

11,051. Does that affect the boys as well as the masters?—Only in the fact that their education is not so general as I could wish it, and that the masters are not as good teachers.

11,052. As I understand, the course of education is regulated by yourself?—Yes, as I said before, with the consent of the Dean.

11,053. But you are practically limited by want of means?—Yes.

11,054. Will you explain what expansion of your scheme you would think desirable if you had sufficient means, bearing in mind the special circumstances of the city in which your school is situated?—I had hoped to have had first of all a teacher of physical science. I had hoped to have a teacher of German. I had hoped for this merchant's form to have a man who was competent to teach book-keeping and the like.

11,055. Do you think teaching book-keeping in a school very important?—I have spoken to two or three merchants, and they told me, yes.

11,056. Have you never met with any who think that a sound arithmetical teaching is better, and that they will teach their own system of book-keeping rather than have it taught by a schoolmaster?—I have spoken only to half a dozen, and they all seem to think it a desirable change.

11,057. You spoke of the limitation to the physical training of your boys?—Yes. I have received perpetual complaints from parents that our boys stoop, that they are weak in the chest, that they have not the same opportunity of exercise which boys at other schools have. We have no playground, no drilling master.

11,058. Is the site of your school contracted?—Yes, but that would not be a matter of importance if we could get this power to enlarge our school, because our trustees would give me the means of enlargement in the course of a year or two.

11,059. Contiguous to your present site?—Yes. I had hoped to have had a gymnasium and a drill-master.

11,060. Is the classication of your school affected by limited means?—Yes; my own form, for example, embraces really what ought to be divided into two forms; the fifth form in the same way, and again the form below that.

11,061. Should you anticipate much opposition in Manchester to charging for the cost of education generally?—Yes, a very considerable opposition. There was a determined but a limited opposition to our scheme before the Vice-Chancellor, consisting of the old boys, as they called themselves.

11,062. Your opinion is decidedly in favour of a reasonable charge for education, enabling the income of the school to rise and fall in proportion to its success?—Yes.

11,063. (*Dean of Chichester.*) By "old boys," do you mean boys educated under Dr. Smith?—Under Dr. Smith and under Mr. Germon.

11,064. (*Mr. Acland.*) Have you ever found any practical inconvenience affecting the teaching or the classification of your school, arising from sending boys for the local examinations?—We have a very energetic under-master, Mr. Mugliston, who really prevents that. It does require a great deal of extra work on the part of the master for it not to disorganize the whole school.

11,065. Will you explain why?—We are obliged to a slight degree to cram history and geography before the examination. No boy can very well go in off his stride in those studies.

11,066. Do you think that an unmixed evil?—I think it an evil.

11,067. Is it not an evil more or less incident to all examinations, and all tests for which boys are obliged to work?—I think the character of examination aggravates the necessary evil.

11,068. You speak specially of history and geography?—Yes, geography especially.

11,069. Do you find that preparing boys for these examinations operates unfavourably to the classical attainments of the boys who are intended to go to the University?—It does for the moment, undeniably; but I think there is a counterbalancing gain to that, that most boys who are intended for the Universities have too restricted an education generally, and if the lads are kept six months longer at school I am not sure that it is not a gain.

11,070. With regard to physical science, you spoke just now of your desire to introduce it into your school; have you formed an opinion upon the educational value of physical science as a substitute for classics, or would you only introduce the subjects as either primary or secondary, but in any case coupled with literary training?—I should be very sorry indeed to see the humanistic side of education dropped.

11,071. Do you think that physical science for boys who are going into business at 15 or 16 can be substituted for any part of the classical or literary training with advantage?—Yes.

11,072. Would you say to what extent?—I think if the practice of composition in Latin and Greek verse were dropped there would be ample time secured for a moderate acquaintance with some of the simpler branches of physical science.

11,073. Do you in fact drop it?—No.

11,074. Why not, if the boys are not going to the Universities?—That would involve dropping it for all, unless we have a very large staff. A system of exceptions implies a great deal more labour on the part of the master. It really would imply another master.

11,075. Supposing you had an adequate staff of masters, is there any reason why you should not cultivate habits of higher composition for boys going to the University, and modify that system for boys going into business at 16?—There is another point which is quite peculiar to ourselves. I cannot tell, nor does anybody else quite see until a boy is 16 whether he is going to the Universities, and we should be losing a very great deal unless we did send boys to the Universities.

11,076. What per centage do you send?—I do not suppose we send 10 per cent.

11,077. Must you not in point of fact really, to discharge your duties to the city in which you live, frame the system of your school on the

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supposition that a large number of boys will enter into business early in life, and if so, what do you in your own mind think the best way of preparing those boys for their future life?—As long as the Universities continue to require for scholarships Latin verses, I think we must require them too. I should be glad, speaking only with reference to the city at large, not with any special reference to my own school, to see an education consisting of modern languages, Latin, Greek, mathematics, supplemented by physical science, but to what extent I would introduce physical science I could not tell until I had had some experience in the matter.

11,078. Do you think you could manage all those subjects for boys leaving you at about 16 or even earlier, according to your former answers, without running some risk of dispersing their attention?—If I might refer to the evidence given before a former Commission, I think Sir John Coleridge's remarks were perfectly correct when he said that you can teach all elementary knowledge on almost an infinite variety of subjects without any danger to their mind, remembering that there is all the distinction in the world between elementary and superficial.

11,079. (*Dr. Storrar.*) Under your new scheme, I suppose the competition among your free boys, those boys who get their education for nothing, would really be equivalent to a system of scholarships?—Precisely so. I should be glad to have them called foundation scholars.

11,080. And that those scholarships would be open to all the boys already in the school and to boys who have not yet come into the school?—Exactly.

11,081. You have referred to your desire under your new scheme to institute a merchant's class in which you would teach subjects, towards the end of their education, particularly adapted to their future pursuits in life. Can you inform us whether in Manchester there has been any great attention paid to phonetic short-hand?—Yes; considerable attention has been paid to it.

11,082. Phonetic short-hand is in fact looked upon as very important for the usefulness of a young man going into business?—Yes, certainly it is, when he is entering a post as clerk.

11,083. So that in all probability, phonetic short-hand might form part of the subject of instruction in this class which you contemplate?—It has crossed my mind several times that it would be desirable to include that. There are solicitors who dictate their letters every morning to their clerks, who take them down in shorthand.

11,084. Now as to the class of boys who leave you now, and may leave you henceforth, at the age of 16, is there any disposition amongst them to improve their education by application beyond business hours? There is at Owens College a system of evening classes established (I take a class, the senior Greek class), which is very thriving indeed, but I do not observe many young men from the grammar school there. If we ourselves had a system of evening classes I have no doubt they would be thronged by the boys. There is a spirit of rivalry between the two institutions which may prevent our boys going there, but there is a great desire for improvement among the young men of Manchester generally.

11,085. Is it in your power to state what would be the aggregate number of young men attending the evening classes at Owen's College in the course of a session?—My information may be inaccurate, but I should put it at about 300.

11,086. Those evening classes embrace Greek, Latin, mathematics, chemistry, natural philosophy, physics and modern languages?—Yes, both German and French.

11,087. Anything else?—Yes, logic, political economy, and other subjects besides.

11,088. Are you inclined to think that the success of those evening classes is on the increase?—The increase in numbers was arrested by the circumstance that the fee was raised from 10*s.* 6*d.* to 15*s.* for each course of lectures. The numbers remained stationary for a year. That was last year. I have not heard how the numbers are filled up this year. I have no doubt they are on the increase. They have been steadily on the increase up to this time.

11,089. What are the subjects which you think are particularly attractive in those evening classes?—Classics and French, but classics are perhaps the favourite subject. I have had young men who commenced Greek who ended by reading Thucydides intelligently in the evening classes. I have men in that evening class now who are reading with me the Apology of Plato. They read it slowly, but as intelligently as any undergraduate reads it.

11,090. Do you think their preference for languages, whether classic or modern, is due to taste or to the greater popularity of the instructors?—French has a great commercial value. The knowledge of Latin and Greek the students regard as a social distinction.

11,091. Do any great number of the young men of Manchester proceeding from school to a higher course of education attend the ordinary day classes of Owens College?—I believe their undergraduates (the regular students as they are called) are about 100 in number.

10,092. Do they proceed from Manchester, or do they proceed from a large area of Lancashire?—Chiefly from the neighbourhood of Manchester. We call 10 miles round Manchester by the name of Manchester.

11,093. Have you ever sent in any boys to the matriculation examination of the University of London?—At Owen's College we have a scholarship which has been established within the last three years to defray the fees of Owen's College, and we have thus passed a few men for the matriculation examination of the University of London.

11,094. There is, in fact, usually in Owen's College a system of local examinations on behalf of the University of London?—Yes; but no boys proceed directly from the school that I know of.

11,095. They may come from the school originally, but they pass through some intermediate ordeal?—Yes.

11,096. (*Lord Taunton.*) Are the boys required to learn the Church Catechism in your school?—We of course teach the Church Catechism and other portions of the Prayer Book, but any boy whose parents object is exempt. We have had Jews and Roman Catholics in the school.

11,097. Do you find that that system produces any unfavourable effect on the religious feelings of the boys?—We come so little into contact with the boys that it is next to impossible for me to say. The boys, with the exception of 20 that I have mentioned, are all stopping at home, and there is every variety of religious feeling arising from home influences.

11,098. (*Dr. Storrar.*) Under the new scheme is it proposed that the Head Master, or any of the under masters, shall be permitted to take boarders?—No; it is not proposed.

11,099. (*Mr. Acland.*) Why is not that proposed?—Lord Cottenham deprived us of the power, and before he deprived us of it there was great exasperation of feeling produced in Manchester. It would be

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impossible to get our trustees to accede to it, and if we could get them to accede to it, we could not get any court in the country to give us the power when it had been expressly taken from us as late as 1848.

11,100. Supposing that power to be given to you by Parliament apart from your own personal interest, do you see any objection to your having boarders?—No; it would be an easy means of paying the masters, and probably would do a great deal of good to some of the boys in the school, by setting before them an example of severer discipline.

11,101. About the expenses. You stated just now that the usual rate of payment in Manchester would vary from 18*l.* to 14*l.* for day schools and private establishments?—I rather said in those schools whose masters I know.

11,102. That is to say, there are a considerable number of such cases?—At least half a dozen of the most important schools charge that.

11,103. Why should your fees be placed so low as not to exceed 12 guineas?—We want, if we can, to disarm opposition. Mr. Wickens, the Attorney-General's counsel, made a strong point against us that we charged too much, and pressed upon Vice-Chancellor Wood very strongly to lessen the amount we asked.

11,104. I am not asking at all as to what may be the practice of the Court of Chancery, because I am aware they are hampered by previous decisions; but apart from considerations of law, and with reference to general expediency, do you yourself think that it is at all desirable for your school that the fees should be so low as 12 guineas?—I think we could educate very decently at 12 guineas.

11,105. With the aid of endowments?—No; our endowment is no aid to us under the new scheme, because we should have to exhaust all the endowment funds upon the free boys.

11,106. (*Lord Stanley.*) You, in fact, connect together two schools which are on totally different principles?—Quite so.

Rev. THOMAS WILLIAMS, called in and examined.

Rev. T. Williams.

11,107. (*Lord Taunton.*) I believe you are the Head Master of a school established at Mount St. Mary's, near Chesterfield, in Derbyshire?—Yes.

11,108. I believe that school is conducted by members of the Society of Jesus?—It is.

11,109. How many pupils are there at present?—There are 107 at present. Before the end of the year probably there will be 120. They always increase during the year. At Christmas we generally get some.

11,110. From what class of society do those pupils generally come?—Generally from professional men, or independent gentlemen of moderate incomes, or from men in business, not in the highest class, not what you call "merchant princes," but people who are large shopkeepers, or Liverpool and Manchester brokers in a moderate way, men whose incomes I fancy might vary from 600*l.* or 700*l.* a year to 1,500*l.* or 1,600*l.* a year.

11,111. Is it a boarding school?—Purely a boarding school.

11,112. There are no day scholars?—None at all.

11,113. What is the amount of charge to a boy for everything at the school?—He has everything except clothing, medical attendance, and pocket money, for 36*l.* a year. He finds his own clothes, he finds his own pocket money, and all medical expenses are, of course, paid by the parents; but he is lodged, he is fed, he has all ordinary school

books, all ordinary school stationery which is required for writing themes and such things as that, at the expense of the college.

11,114. Is the school entirely self-supporting, or is the income derived from the scholars in any way supplemented either by private contributions of individuals, or by any endowments of any kind?—There is no endowment of any kind, nor is it supplemented by any private contributions. There is a farm attached to the place, which if we let it would perhaps bring in about 250*l.* a year. I dare say it is worth that to us; not that we are first rate farmers, but still we can keep our own cows, and by that means have milk; we also kill our own mutton, and generally our own beef. By that means I dare say there is a saving which is worth to us about 250*l.* a year. In that sense there is a small endowment.

11,115. How did you acquire that farm?—It has been private property for a very long time, the rent of which was formerly given by the owners to support a mission there.

11,116. Do you mean that the farm is your own absolute property, or that you rent it?—Our own absolute property to use at present. We do not rent it. We have the profits derived from that farm for the support of the college, the boys, and their teachers.

11,117. That constitutes a pretty substantial endowment, does it not?—Not very substantial; and besides we do not know how long that may last, for it does not belong to the authorities of the college for ever; the use of it is given at present to the college by the owners.

11,118. To whom does it belong?—It belongs to private individuals.

11,119. Have you any objection to state who the parties are?—I really do not know to whom it belongs.

11,120. At present you have the advantage of this farm?—Yes.

11,121. What is the extent of it?—About 150 acres.

11,122. At what in round numbers would you estimate the value of the farm to the school?—I should think it is not worth to the school more than 2*l.* a boy. I doubt if so much; however I will suppose that. I should say then that that sum of money, or about 250*l.* annually, is spent in enlarging and improving the place, which we should not be able to do otherwise, but I think we could support the boys without it.

11,123. Then you think that you may calculate upon a charge of 36*l.* a year for which this school can be conducted on a self-supporting principle?—Yes; considering that we do not pay any of the masters.

11,124. Have the buildings been given?—Yes; they have in a great measure been given. Perhaps there may have been 1,000*l.*, perhaps 2,000*l.*, I cannot tell exactly, which may have come from the revenue of the School in 10 or 15 years.

11,125. When was the school first instituted?—In the year 1842 or 1843.

11,126. On the first establishment of it there appears to have been an effort made from private sources to set it up?—Yes, there was.

11,127. I think you said that the instructors of the school received no money payment?—None at all. They live and have their food and clothing out of it, but nothing more. They do not get any salary whatever.

11,128. They are clergymen, probably?—Yes, they are clergymen, or they are preparing to be clergymen. All are in orders, or will take orders, except the professors of music and dancing, and what are called the accomplishments.

11,129. Are those teachers of accomplishments included in the 36*l.* a year, or are they extra?—They are extra. We do not undertake to teach them.

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11,130. For 40*l.* a year do you suppose a boy could have the full advantage of the education given in your school, including such extras as parents are likely to wish for?—No; they could not, because the professors come from Sheffield, that is 10 miles off, and they charge more highly than many such professors do even in London. I know there are colleges near London that get perhaps better teachers, and at a more reasonable cost than we can. We pay a guinea a quarter to every professor, and he gives ten lessons only during that quarter, lessons of half an hour each, a guinea for five hours.

11,131. Including the ordinary extras, at what would you put the cost of the education of a youth at your college?—I would undertake to teach a boy and run all risks of his sickness, provided he comes in good health, for 50*l.* a year, and teach him all the accomplishments, but gradually; I would not allow him to learn drawing, dancing, and everything at once, but in different years. I would let him learn two accomplishments at once for 50*l.* a year. It would be a speculation.

11,132. This you are only enabled to do by the circumstance of the principal instructors of your school not receiving any payment?—That is the only way it could be done. Of course if you remunerated them at all with fair salaries it could not be done. Each teacher requires 70*l.* or 80*l.* a year to keep him. Persons who fall ill and require wine, or to go to the seaside or something of that kind, cost more.

11,133. Do the sons of the gentry at all go to your school?—Yes; we have generally some few of our most respectable names.

11,134. In fact, your school is both a school that gives the highest classical education, and also a school that adapts itself to the wants of the mercantile and commercial classes?—Yes, I think we can, though I do not think that practically we do, educate a boy to write Latin or Greek verses as they would do perhaps at other places, where they pay little or no attention to other matters. I think we could do it if we paid attention purely to Latin and Greek, but we are obliged to pay a great deal of attention to the English language, and sometimes even to the elements of it, viz., reading, writing, and spelling. We pay considerable attention to the French language, a little to German, but not much. I think in six years we can very well prepare a boy to pass in the honours class in the London University Matriculation. I can speak of that because I have taken my degree there myself, and I know pretty well about it.

11,135. We have evidence tending to show that at Stonyhurst classical studies are pursued to a great extent and with great success. Do you believe your instruction in that respect to be of the same kind as that at Stonyhurst?—Quite so. Of course the college began with one class, gradually it increased from one to two, two to three, three to four, and from four to five, and now there are six classes, the sixth having been added this year. Boys who wished to pursue an education further than we go, ordinarily speaking, went to Stonyhurst, and now the first boy in the first class (rhetoric) at Stonyhurst went from Mount Saint Mary's. The boy who was first in the second class is also from Mount Saint Mary's. I have no hesitation in saying that, for the number of years, our education is quite equal to that of Stonyhurst.

11,136. You do not keep your boys so late as at Stonyhurst?—No. They have eight classes, and we have only six. At Stonyhurst some go on to the class of philosophy, viz., persons wishing to study still further, or to take the degree of B.A. in the London University.

11,137. Do you pay great attention to mathematics?—Yes; a great deal of attention to mathematics, but not so much as to classics.

11,138. You educate, apparently, two very distinct classes of boys;

those who may require to leave you early to enter into active life, which may give some return to them or their parents; others who can afford to stay much later and carry on their education much further. Do you give exactly the same education to the two classes of boys?—To a very great extent, but not exactly, though they are in the same class or form; yet if a gentlemen who sends his son says, "I intend him at the age of 14 or 15 to leave and go into business, I earnestly request that you will see that he pays special attention to his reading, his writing, his spelling, and "French," we attend to that request. We never find any objection on the part of the parents to the study of Latin; sometimes a parent will say "Greek would be useless for my son; he need not mind the "Greek if you will let him pay a little more attention to his arithmetic." We pay attention to such a request also. There is, of course, a disadvantage in this, because he must go into a class. We cannot afford to get teachers to bifurcate. He is made to copy out or to analyse some historical work, or something of that kind, but of course he must be much distracted whilst the Greek lesson is going on. That is an inconvenience. We encourage to the utmost of our power the study of the classical languages, not that the other branches of education should be neglected. We try to urge as much as possible the study of the classical languages, because we do not think that any education is as good for the training of the mind.

11,139. Even for boys who are called at a very early period of life to go to the counting house or the shop, do you believe it is an advantage to have learnt Latin up to a certain point?—If he be a clever boy, certainly; and I would not, if I could help it, consent to take any boy who would not learn at least one classical language—Latin, unless he was wonderfully stupid, and then probably what his parents wanted him to learn he would not be able to learn either.

11,140. Do you teach any of the modern languages, such as French in an empirical way, or do you endeavour to make the study of French grammar a means of improving the mind in the same way as you would probably in the case of Latin. Do you teach French in that way?—Yes; exactly in the same way. The boy is made to learn French grammar; the first day he is in the place he will have an English grammar and a French grammar put into his hands, and he has to study both languages simultaneously; and he will have a Latin Grammar also put into his hands after he has been there a little while.

11,141. Do you teach the physical sciences?—Not up to the present time, because we have only had five classes; but we shall begin to teach a little of them, enough to make a youth pass the Matriculation Examination of the London University, and we may go a little further.

11,142. (*Lord Stanley.*) As I understand you, the expense incurred in your establishment would not be a fair measure of that which would be incurred in an establishment upon mere commercial principles?—No.

11,143. Because a great part of the tuition is entirely gratuitous?—Quite so.

11,144. (*Lord Lyttelton.*) All your figures as regards cost must be taken subject to that consideration?—They must.

11,145. (*Lord Stanley.*) What is the superior limit of age of your pupils?—Pupils that we take or that are in the college?

11,146. Both?—We do not as a rule take any after 14; from 7 to 14 is the age of admission, and as a rule, we do not take them after that. I have deviated from that rule in some instances, but in almost every instance I have had cause to regret it, for two reasons, first, they come with fixed notions, and, generally speaking, are spoilt children,

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who do not like to subject themselves to the rules of college; secondly, they are generally also very stupid or very backward, and do not do us the slightest credit, and as we can only accommodate a limited number, we think it very hard if we cannot manage to get 120 boys of the ages which we require, from 7 to 14, rather than take boys above that age. I do not say that I never would make any exception; I have done so, but when I have, it has gone against my better judgment.

11,147. (*Lord Lyttelton.*) Do they often come to you from preparatory schools?—Yes, even from ladies' schools; three or four have come from ladies' schools, and as a rule we find all the boys who come from a ladies' school are better than if kept at home.

11,148. Are the ladies' preparatory schools better than others?—I have not sufficient experience, and I cannot say.

11,149. Is it customary in other Roman Catholic places of education in this country to have gratuitous service given as it is with you?—At Stonyhurst it is the same, and at Beaumont Lodge, near here, which is a college lately instituted, it is just the same as with us.

11,150. Not at Oscott?—I think not; but I think also that the pensions that they give their teachers may be looked upon as almost nominal, though I really do not know; I have heard that they give from 10*l.* to 15*l.* a year in some colleges. Professors of theology and philosophy have more.

11,151. You cannot say, with regard to England, that what is the case with you is the general rule?—I am sure as a general rule that they receive some pay, but I am almost sure that they do not receive any great pay; in other words, they could not pay a first-rate classical scholar for teaching Latin 300*l.* or 400*l.* a year.

11,152. You mean that they are not paid on the market value principle of remuneration, but simply on the principle of maintenance?—I think so, as a rule.

11,153. What is the number of your masters?—We have six regular masters to teach, the boys being divided into six classes, according to proficiency; there is a double standard of proficiency. There are six masters who teach classics, French, history, English, and geography; then the boys are divided again according to their knowledge of mathematics; the same masters teach the mathematical classes, only they do not teach the same boys mathematics that they teach classics to. Besides there is a master who teaches them writing; there are also two masters called prefects who watch over them during hours of recreation, and even at night until they are asleep.

11,154. Are the boys more or less under the direct surveillance of the masters?—Always.

11,155. Do you think that the parents attach value to their sons learning Latin?—Certainly. I do not think that during the $3\frac{1}{4}$ years I have been at Mount Saint Mary's I have ever had an application that the children should give up Latin, except in one or two instances where it was quite manifest they could not learn it, and where it was equally manifest that they could learn little or nothing.

11,156. Do you ever find boys come to you young and unable to learn mathematics?—No.

11,157. Do you teach Greek to all the boys?—As a rule we teach Greek to all the boys; they begin in the fourth class from the top.

11,158. Boys who remain with you till 16 or 17 would always go through some Greek?—Yes, always; they would go through a considerable quantity of Greek, both prose and verse.

11,159. Do you attach importance to their learning Greek as well as

Latin, leaving the school at that age?—Yes, I do; for I find generally speaking, that those who learn Greek, also learn Latin and all other things better. The best mathematicians in the school are also the very best classical scholars as a rule: there are a few exceptions.

11,160. Do you conceive the mental discipline they receive from learning Greek improves their faculties for their studies?—I think it does, but if they are to leave at the age of 16, I myself would rather that they should become very good Latin scholars; that they should learn one classical language well.

11,161. (*Lord Stanley.*) May I ask, if, in the answer you gave just now, you are not reversing cause and effect; is it not the ablest pupils who would take the greatest variety of subjects, rather than the greatest variety of subjects which develops the ability?—Yes, I dare say it may be so; if a boy gets on well with one thing, generally speaking I find he gets on in another.

11,162. (*Dean of Chichester.*) At what age do they generally leave?—I do not think that there could be any general principle laid down, they leave at various ages from 14 to 18. Last year there were boys who left between 14 and 15, and who were sent to business in an office, and there were boys who left at the age of 18, who also went into an office; but I should say that 14 and 18 are the two limits, unless they are taken away for some reason, real or fancied.

11,163. (*Mr. Acland.*) If you had to choose between the three subjects of Latin, mathematics, and Greek for a boy going early into business, which would you drop?—Greek.

11,164. Would you make mathematics or Latin the more universal subject for boys going into business early?—I should not allow them to give up either Latin or mathematics. I would make them learn both if I could.

11,165. Will you be so good as to state the nature of your discipline over the boys, and whether the upper boys are in any degree charged with the discipline of the lower boys as is the case in many public schools?—They have not the slightest charge. We have two ecclesiastics whom we call *Præfecti Morum*.

11,166. What is their age and character?—Their ages vary from 22 to 30; generally speaking they are persons who are to take orders, but who have not as yet studied theology, and who have to spend their time in helping in the instruction of these boys. They get the boys up in the morning and preside over them whilst performing their toilette. We have a lavatory which is well warmed; the boys get up in silence; each boy has a bed separated from his neighbour's by a wooden partition about seven feet high, and a curtain in front; no boy is allowed even to touch this curtain, or to speak a word except of necessity, and he must not speak to his companions on any consideration without special leave from the superior who is on duty there each particular time. They then go to morning prayers and Mass.

11,167. When you say morning prayers, do you mean private prayers?—No, they are said in public. They are allowed half-an-hour for washing; they then go to the chapel, where prayers are said for a quarter of an hour, then Mass; that is three-quarters of an hour altogether; then they go to the study place in order and in silence. In the study place, where they all study together, there is a prefect to receive them; they study for an hour, thence they pass to breakfast; they breakfast in silence, except on recreation days and vacations. Twenty minutes are allowed for breakfast; they then go back to the study place to get their books, and take them into the respective

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schoolrooms, where the masters are ready to receive them; they have then got twenty minutes free time. Then they come back to the schoolroom, they have one hour and three-quarters schools, then half-an-hour recreation; the prefect receives them in the playground, and the master sends them from the schoolroom; they play football or any other game. After that, they have one hour's mathematics, from half-past ten to half-past eleven, then they pass from their school rooms, take their books and slates to the study place, where they have a half hour's writing lesson, that is until twelve; from twelve to half-past twelve washing. All this is in silence, with the exception of the half-hour recreation; dinner half-an-hour, or as long as is necessary; during dinner four days in the week they have silence and reading; one of their companions reads in the refectory, but they are allowed if they think proper to read any book for themselves; they are not bound to listen to the public reading; they have a circulating library. Then they have one hour and a half recreation, during which those who learn music are made to practise at least half-an-hour. Every boy is compelled to go to the playground out of doors, unless he is unwell, for at least half-an-hour; if he is delicate he is allowed to go into the playroom, but he is always under supervision. Having changed their shoes, as they always do in coming from the playground, both for the sake of health and cleanliness, they repair to the study-place for half-an-hour; then one hour and a half class till half-past four, then three-quarters of an hour's recreation, quarter of an hour prayers, and an hour and a half study, and supper. At half-past four they have a piece of bread and a glass of water, in some cases a glass of beer, or a glass of wine if the boy is delicate. Supper at seven to half-past seven; an hour recreation after supper, during which they are allowed to play billiards, cards, draughts, chess, or other indoor games. If they prefer it, they can go to the reading room, where a superior presides to enforce silence.

11,168. (*Dean of Chichester.*) Do they play cricket?—Yes; they have a very good cricket field. At half-past eight they have to go to night prayers for a quarter of an hour, and at a quarter to nine they retire to rest. The Prefect never leaves the dormitories until every boy is asleep. I myself constantly, especially during summer, go round the dormitory from 11 to 12, principally to see if anybody is unwell, or to see whether anybody wants anything.

11,169. (*Mr. Acland.*) The keystone of the system of discipline is the relation between yourself and the prefect on the one hand, and the boys on the other hand?—Yes; but the scholars can always appeal direct to me; there are five times a day when any boy may come to me for anything he wants. Of course if there is necessity he may come at any other time. He is allowed to speak to me if he thinks he is punished unjustly; he comes to me and represents the case, and I say, "Very well, that is your side, now I will hear the other side."

11,170. You are entirely the head of the school?—Yes.

11,171. Do you appoint the subordinate officers?—To a certain extent, indirectly. My superiors appoint them, but if I do not like them, I can object to them, and if I object strongly I shall be listened to generally.

11,172. By whom are you yourself appointed?—By my superiors, by the people who are over me.

11,173. Not by nomination of superiors of your own order?—Yes, by superiors of my own order.

11,174. Are you in any way responsible to a Board above you, or

only to your immediate superiors in that way?—I am only responsible to my immediate superiors.

11,175. (*Dr. Storrar.*) What do you expect the boys to know when they come to you?—I expect them to know how to read, write, and spell a little; when I say writing, I do not expect them to write well, but still to know their letters and to be able to write simple phrases from dictation.

11,176. What holidays have you?—There are ten days at Christmas; three or four days at Shrovetide, about a week at Easter, three days at Whitsuntide, and six weeks beginning with the month of August and going into the middle of September. Besides that they have a full recreation day every month, and two half recreation days every week, Tuesdays and Thursdays; the month day will come either on a Tuesday or a Thursday, so that by that means it only gives them each month another half day.

11,177. What I think I understand is, that you look upon the school at Chesterfield as a feeder to Stonyhurst, for those boys at any rate who seek a higher course of education?—Yes, it was so up to the present year; but I fancy now very few will go to Stonyhurst, for I expect to be able to prepare them for the London University; fit them for entering the army, going into an office, or anything else; but if any one, after matriculating with us, wanted to take his degree, I presume he would go to Stonyhurst. We could not force him; he might go anywhere.

11,178. What you have in contemplation is that, instead of the preparation for matriculation going on at Stonyhurst as heretofore, it should be completed in an inferior school?—In our school, because we have six classes now, and I think that six years are quite sufficient for any intelligent boy, and if he comes to us at the age of ten, knowing how to read, write, and spell a little, I think we can prepare him for matriculation at the end of six years, and I think we can do it well.

11,179. Is that intention the result of your own action, or is it the result of action on the part of the authorities of Stonyhurst, with a view to raise the character of the studies at Stonyhurst, or is it the conjoint action of both?—Stonyhurst has nothing whatever to say to it; it was my own wish, and my own appeal to my superiors, that they would give me another class, which meant giving me another master. I thought it was impossible that a purely preparatory school could last long with no boy going out from it, ever doing anything or getting any position in the world. The college would never get known, and therefore I wished to make it a complete grammar school, because that was the intention no doubt when it was begun.

11,180. What proportion of your boys have hitherto gone from your school to any of the colleges with a view to complete their classical education, going as far as a degree in arts?—I should think, taking one year with another, perhaps four or five, that has been the average; four to five a year have gone on to Stonyhurst generally speaking. There may have been, perhaps, some who have gone to other places, but the number is so infinitesimal that it is not worth mentioning.

11,181. Can you give me any information of this kind, as to the proportion of Roman Catholics who take an advanced education, such as would be represented by a Degree in Arts, who engage in some other pursuit in life than going into the priesthood?—I cannot, but I can say this that it is very small; I could not give you any proportion at all. I am sure it is very small indeed. I know one instance of a person who went with me, there were four of us, and three of

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us were ecclesiastics. This year I think one or two have gone from Stonyhurst who are not going on for the priesthood; they may declare themselves afterwards, but that is not their present intention.

11,182. The object of my question is to ascertain how far there is a taste among laymen of the Roman Catholic persuasion to take advantage of what may be called a University course of education?—I do not think it is very much; I could not tell you the proportion, but I am sure it is small; we shall know by the number of Catholics who become graduates in the London University. There are a few at Oxford and at Cambridge, but after all, not many. There are a few also perhaps at Dublin. If you take the London University lists for the last twenty years you will be able to find out how many there are, and you will see whether they are ecclesiastics or not. In becoming a good classical scholar there is not so much advantage for a man; unless he enters the Church what can he do? If he sets up a school, probably the colleges will take away the best part of his pupils; if he sets up as a private tutor to grind, I do not think he will be thought much about, and the question is whether or no University men from Oxford or Cambridge would not still get the young Catholics who are to be prepared for the army and civil service; so that they will say, "Supposing I become a very good classical scholar and mathematician "what use will it be, it will not put pounds, shillings, and pence in "my pocket." Of course there are not many Catholics who are so rich that they can live without a profession or business.

11,183. (*Lord Lyttelton.*) When you speak of recreation days on which boys are allowed to speak at breakfast, is that what would be commonly called a whole holiday?—Yes, they are never allowed to speak at breakfast except when there are no schools following it, consequently except there is a whole holiday they are not allowed to talk.

11,184. How often in the week is that?—They have two half holidays; on the Tuesday and Thursday, but not any whole holidays every week.

11,185. On those days are they also allowed to speak at breakfast?—No, except on the whole holidays which is once a month, and in vacations.

11,186. Is it a religious book that is read out aloud at dinner?—No; It is an historical book; the History of England, or of any other country, a biography, or a book of travels.

11,187. Is every article of clothing found for them?—It used to be so.

11,188. But not now?—Not now; a boy had to come with a school outfit, which if he did not bring, he was charged with; it was a fair outfit, and was to last at least six months.

11,189. (*Lord Taunton.*) Do they wear a college dress?—No particular dress.

11,190. No cap or anything?—No, they wear caps, or they wear wide-awakes, or anything they like.

11,191. (*Lord Lyttelton.*) What articles of clothing were found for them?—There was found for them linen, stockings, shoes, coat, jacket, waistcoat, trowsers, caps, and everything that comes under the term clothing.

11,192. What is the case now?—Nothing is found for them now.

11,193. (*Dean of Chichester.*) The 50*l.* included the clothing?—Yes, as a speculation I would try that. There is a ward in Chancery now who has exactly 50*l.* a year and no more; they want to give him a good education; he is of very respectable parentage, and the Lord Chancellor of Ireland has given his consent that he shal

come to our school. I am going to take him, and get him lessons in drawing. I took him as a speculation, whether sick or not; the doctor asserts that he is in good health. I took him at 50*l.* a year, and now I shall be able to judge whether I can afford to do it with others, because there may be persons who will say, "Will you take my boy on the same conditions?"

11,194. (*Lord Lyttelton.*) Have you altered the system as to the clothing being found since these papers were sent in?—Yes, since that time.

11,195. Why has the system been altered?—One reason was, that really food and clothing were becoming very expensive; secondly, the discontent of the boys with regard to their clothes; and thirdly, the fuss the parents made when we sent them home with the vacation clothes, "this was not right, and that was not right;"—so I said to myself, really clothes cost me more trouble than all the rest of the education put together. I appealed to my superiors, and asked whether or not I might be allowed to charge for the clothes, considering that things were becoming so expensive, and I was allowed to do so for all new comers. I changed the prospectus and sent it out, so that all the boys who have been taken since the month of August have come under that new rule. We lose 30 or 40 every year, most of whom enter a business or profession. The other 70 to 80 of course remain on the old conditions, and we have to find them clothes; but in about three years most of them will have passed away.

11,196. The whole expense of the clothing is borne by the friends now?—Yes.

11,197. That is a clear additional expense to them?—Yes, an additional expense to the parents. I think I ought to add that many of the parents were very good, and when their children went home at vacation would get another suit of clothes for their sons, and would send them back to college with that other suit, so that the clothes were really not so heavy an item as it might first of all seem. I should think that 700*l.* a year would have covered all the expenses, both of shoes and of clothing; the shoes were more expensive than the clothing. We made a calculation lately; each boy wears out at the rate of five pairs of shoes every year.

11,198. (*Mr. Acland.*) I understand that there has been a wish in another Roman Catholic school that the boys should take part in the Oxford local examinations but that there was some difficulty found on the ground that they wished to have the examination conducted at their own establishment, and partly also a little fear on the part of the parents of their being mixed up with a class of society socially below their own level. Have you any experience with reference to the Oxford and Cambridge local examinations, or any remarks to make with reference to them?—No, I do not know anything at all about them, and I think that our boys are rather above the class who go in for them.

11,199. In point of fact the social objection would rather apply in your case?—I should think we should rather look upon ourselves as a grammar school preparatory to a university.

11,200. (*Lord Taunton.*) Are there any other observations with which you would like to favour the Commission?—I do not think there is anything particular. Of course amongst us, just the same as amongst other denominations, there are many people who get up in the world and who have not received much of an education themselves. I do not think they all appreciate a high education very much; but I do not see how they could; they had it not, and they have no

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knowledge of the advantage of it. We hope that the boys who are with us will appreciate it more; they have a foretaste of it. If there were fellowships where a young man might get 200*l.* a year we might do something, but we have got nothing for him, unless he is to go in for the Church. Parents say, I let my boy go on studying till 22. I then send him, for instance, to a doctor's; the doctor says he is very old, he should have begun before this, he will not be fit to practise till 25 or 26. If he has to go into an office to dust a desk he will say, I can't submit to that; I have had too good an education. Therefore, parents are obliged to send their children to an employment early. We want the inducement. If there were 100 scholarships at 200*l.* or 300*l.* a year to be competed for among young Catholics, that would soon raise the education amongst us, or even if they were open scholarships to all religious denominations.

11,201–3. (*Lord Taunton.*) Do you apprehend that, at present, young men of condition of Roman Catholic families receive any portion of their education abroad to any extent?—Not to any extent. I think there are a certain number of Catholics in business who send their children abroad to learn French and German; in fact I know they do, even before they know English, on this supposition, that they will be sure to know English, that they must learn that when they come home, but that they will not learn French or German except abroad. They do not send them, as a rule, in order to study history deeply, or to learn science, or anything of that kind.

Adjourned.

Thursday, 30th November 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
DEAN OF CHICHESTER.
REV. ANTHONY WILSON THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

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Miss EMILY DAVIES called in and examined.

11,204. (*Lord Taunton.*) I believe you have devoted a great deal of time and attention to the subject of education, especially the education of girls?—Yes; I have paid some attention to it.

11,205. Have you yourself been engaged in direct instruction?—Only as a clergyman's daughter. I had a class for Sunday-school teachers in my father's parish. He was rector of Gateshead, and I used to teach the Sunday-school teachers, and I helped the girls a little in other ways.

11,206. Have you specially attended to any particular schools or institutions connected with the education of girls?—I have heard a great deal about them from schoolmistresses in connexion with the local examinations. My information is more from schoolmistresses than in any other way; it is what they have told me that I know.

11,207. Still you have probably occasionally visited the schools

themselves ?—Yes. I do not know much about the internal management of schools.

11,208. I believe you took an active part in establishing a system of local examinations for girls ?—Yes ; I was secretary to the committee which got up a memorial and made an application to Cambridge for the extension of the examination.

11,209. That memorial was, I believe, successful, and a system of local examinations is now established for girls ?—Yes ; it is coming into operation this year for the first time. It was decided upon last March.

11,210. Of course you cannot speak of the effects which it is likely to produce by experience, but do you anticipate great good from it ?—Yes ; it seems likely to work very well. We held an experimental examination two years ago as a means of testing whether that sort of examination would work. The Cambridge Syndicate allowed us to use their examination papers, and to hold an examination simultaneously with that of the boys, and the Cambridge examiners looked over the papers, so that it was thoroughly tested whether it would work or not.

11,211. As far as that experiment went, the result, in your opinion, was satisfactory ?—Yes, very satisfactory indeed.

11,212. What do you think the effect is likely to be on the candidates ?—I could not judge very much ; I could only judge of the effect during the examination. They seemed to enjoy it very much.

11,213. Do you think they are likely to look forward to it, and in that way to be encouraged to educate themselves better than they otherwise would do ?—Yes, certainly ; I think they look forward to it partly as a pleasure. It is a great pleasure to them.

11,214. Do you anticipate a favourable effect upon schoolmistresses? —Yes ; it has done a good deal already in bringing out the schoolmistresses ; in bringing them into association with each other. They are very isolated as a rule, and it is useful in that way at any rate.

11,215. Have you much considered the present state and prospects of the education of girls of the middle classes in this country,—taking that expression in a very wide sense as reaching from the very highest class, who probably would always wish to educate their daughters at home,—down to the daughters of small tradesmen and mechanics ?—Yes ; I have thought about it to some extent.

11,216. Speaking generally, what should you say was the present state of the education of girls of that class in this country ?—I suppose it must be very bad, judging by what the schoolmistresses say. I have come across the best schoolmistresses, because of course those who wish for examination are likely to be those who can stand it best, but they always speak a great deal of the bad preparation of the girls who come to them. They say they are perfectly ignorant ; their ignorance is unfathomable ; that is, the ignorance of those who come to them from home or from other schools.

11,217. The education of girls in all those classes, I presume, takes place almost entirely in private schools ?—Yes, or at home. Do you mean in private schools as distinguished from public schools ?

11,218. Yes ?—Yes, except clergy daughters' schools, and a few others of that sort. There are three clergy daughters' schools.

11,219. There are a considerable number, however, of this class, who educate their daughters at home, through the instrumentality of governesses ?—Yes ; they seem to keep them at home and have governesses for them until they are about 16 or 17, and then they send them for about a year to what is called a finishing school.

11,220. I suppose in many instances the ladies who act as gover-

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nesses are not very fit for their task?—I suppose they are not, by the results.

11,221. Do you believe that the girls of the middle classes of this country are as well educated as their brothers generally are of the same class?—The evidence is very conflicting, and it is very difficult to judge, unless one knew more about both. Some people say they are much worse, and some that they are better educated.

11,222. Have you had any opportunity of becoming acquainted with the state of education of the corresponding class in France or in other foreign countries?—No; I do not know anything of education abroad.

11,223. What means would a small tradesman in this great town have of providing a good education for his daughters at a reasonable cost?—I do not think he would have any certain means of providing a good education. He would have to take the school that was near, and it might happen to be a good one, or it might happen to be a bad one.

11,224. From your knowledge of schools, do you believe that there is a great want of good schools for people in that situation?—Yes, I should think so.

11,225. What is the quality of the education which they receive there; is it a superficial education? Do they attempt to teach them accomplishments, or is it really a well grounded education, to prepare them for being useful assistants to their families in the work of life?—I should think it is very superficial. They are obliged to profess French and music, and I do not think they do much besides. They do a little of that.

11,226. Do you think they are well taught, generally, to write correctly, and that they have some knowledge of English literature, and so forth?—I do not quite know of what class of schools you are speaking.

11,227. I am speaking of schools to which the smaller tradesmen of the metropolis would send their children. I want to have your opinion of the quality of the education which they generally would receive?—I think it would be very poor indeed in that class; but I know more about a rather higher class, because that class does not come into connexion with the local examinations at all.

11,228. With regard to the higher class, by which I suppose you mean thriving tradesmen, perhaps even the daughters of poor clergymen, and so on, do you think that they have the means of education?—Not very good, I think. The schools I have had most to do with are those of the daughters of professional men, and of rather or quite the higher class of tradesmen. I think that the girls who are sent in to the local examinations are of a rather higher class than the boys. I do not know certainly, but that is my impression.

11,229. Are they generally educated in day schools, or in boarding schools?—A great many in boarding schools. Of course there are day schools also, but there are an immense number of very small boarding schools.

11,230. Have you formed any opinion of the comparative value of the two systems of day schools and boarding schools for the education of young women of that class?—I should think day schools are much better where the home is at all what it ought to be.

11,231. Probably in the class to which you refer the home influences, generally speaking, would be beneficial, would they not?—In some cases; not always.

11,232. From your experience do you think well of a boarding school on a considerable scale, and well managed, for the education of young women of that class?—I think day schools would be better, but you are

almost driven to boarding schools for girls who come from the country. Of course you cannot have a day school in every village.

11,233. Would you think where a good day school is accessible that upon the whole it is preferable ?—Yes, I think so.

11,234. I believe there are very few endowments which are applicable for the education of young women in this country ?—Very few, I believe, are so applied. I have heard of very few that are used for the education of girls.

11,235. Do you believe that if it was possible to apply a certain proportion of the educational endowments in this country to the education of girls, it might usefully be done ?—Yes, certainly.

11,236. Have you at all considered in what way that might be effected ?—I think exhibitions and scholarships would be much the most useful way. They are very much wanted for girls whose parents are not very well off. They are obliged to stop their education so very early, partly because it is so expensive. The small boarding schools are of course very expensive; their charges are very high, if at all good.

11,237. Would you give those exhibitions and scholarships on the principle of merit by competitive examination?—Yes, I think so.

11,238. That would in many cases exclude the poorer portion of the community, who would not be able to train their girls for competitive examinations in the same way as those who had greater advantages, would it not ?—That might to some extent be got over if there were free scholarships in elementary schools, because then they would get the previous training.

11,239. You think poverty in persons in a certain condition of life might be alleviated in that manner ?—Yes.

11,240. With regard to the class of schoolmistresses, you appear to have had a great deal of connexion with them, what is the general character that you would give to the schoolmistresses ? Of course, there is a great variety among them, but speaking of them generally and as a whole, do you think they are competent for the duties they undertake ? —Many of those I have had to do with are very intelligent and conscientious, but then, of course, I have had to do with the best. They complain very much of their difficulties. I do not think they feel themselves particularly competent; but they are very anxious to do as well as they can.

11,241. What are the difficulties of which they complain ?—They have had very imperfect training and education themselves, and they are hampered by want of money. Very often too they are at the mercy of ignorant parents.

11,242. Can you favour us with any suggestions by which governesses might be better trained ?—I think if the education of girls were cheaper they might be able to go on with it longer. They usually stop at 18, and of course they cannot be completely educated by that time.

11,243. I should like to ask you a general question; can you favour us with any suggestions, pointing out any modes by which, in your opinion, the legislature or the Government could assist in promoting the good education of young women in this country?—I think the chief thing is by endowments.

11,244. By endowments for scholarships and exhibitions ?—Yes, and also for school buildings. Schoolmistresses complain very much of the want of suitable buildings. They build for themselves sometimes. That of course is when they have got capital. A system of examinations would be very useful indeed. Some examinations are very much wanted for women.

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11,245. For schoolmistresses?—Yes. There is no examination for girls above 18, except that, I believe, Queen's College and the College of Preceptors have some kind of examinations for schoolmistresses and governesses; but they are not much known. They are not of sufficiently high standing to be at all on a par with a University examination, for instance. If you want to appoint a schoolmistress to a school analogous to a public school for boys, you have no sufficient means of ascertaining her qualifications or attainments. The future schoolmistress will now be able to go in for the Cambridge local examination certificate, but that only certifies candidates of the age of 18. It is as if you had to appoint the head master of a public school on the certificate of a Cambridge local examination.

11,246. There have been suggestions made to us with regard to schoolmasters, that it would be advantageous that a system of voluntary registration should be instituted, which it has been supposed at least would afford to the public some guarantee with regard to the qualifications of those so registered. Do you believe that any such system could be established with regard to schoolmistresses, and that it would be advantageous to do so?—I think it could be done, but I should think very few people would know whether a schoolmistress was on the register or not. I should think some certificate would be better. I suppose the registration would imply a certificate. Then the certificate itself would do about as well without the registration.

11,247. You think there would be no advantage in allowing those who had obtained the certificate to have their names registered, when the public would have at least this means of ascertaining whether it was probable that a woman was competent for her task, and would know whether she had or had not a certificate?—I do not see that the registration would be of very much use. I think the certificate would be of very great use; and it would be quite as easy to make known that you have a certificate as to make known that you are registered.

11,248. Do you think there could be endowed schools for girls in the same way that there are endowed schools for boys, if the money was forthcoming?—Yes; I do not see what difficulty there could be. In fact there are some already.

11,249. Would you wish that system to be extended if means could be found of doing it?—Yes; provided of course that the endowments were wisely applied; it would depend entirely on that. I do not think that endowments for stipends are a good thing.

11,250. I think you said that you thought the inspection of girls' schools might be useful?—Yes; I think it would be very useful indeed.

11,251. In what way would you propose to conduct it?—I think the sort of inspection which the Assistant Commissioners have been making would be very useful.

11,252. Would you apply that to private schools?—Yes; I think the private schools would be glad to have it.

11,253. Are you not apprehensive that there would be great reluctance on the part of private girls' schools to submit to periodical compulsory inspection, or would you make it altogether a voluntary inspection?—I should make it voluntary in the case of private schools, certainly, but all the girls' schools that I have heard of which have been visited by the Assistant Commissioners have thought it did good and would like to have it again, as far as I have heard. Of course it depends entirely on what the inspector is. They would not like to have a crotchetty man who did not enter into their difficulties.

11,254. Do you think that lady inspectors should be employed either wholly or in part in conducting the inspection of these schools?—

I think there would be a difficulty at present in getting competent women; at any rate there are no means of finding out whether they are competent or not. I think there would be some advantage in having it done by ladies, but then there would be the disadvantage that they would not have had experience in boys' schools, and it seems better that the inspector should have as wide experience as possible.

11,255. You are not afraid of employing the principle of competition in girls' schools? You do not think there are circumstances in girls' schools which would render that more dangerous than in boys' schools in some respects?—No, I think not. I think it would require to be watched. The parents and schoolmistress can easily take care that the girls do not overwork.

11,256. Are you acquainted with any proprietary girls' schools?—I think there is only one, the Cheltenham Ladies' College. I have not heard of any other.

11,257. That principle you are probably aware is now very much developed with regard to boys' schools?—Yes.

11,258. Do you think it could be usefully applied to girls' schools in the same way?—I do not know. I believe it has worked very well at Cheltenham. That is the only place I know of where it has succeeded.

11,259. Is there not a difficulty in getting the public to establish and support schools for girls in the same way that they do schools for boys?—Yes, I think that would apply especially to proprietary schools. There would be great difficulty in getting them up, I think.

11,260. Would it not, if possible, be very important to devise some means by which good girls' schools should be established throughout the country in the same way that good boys' schools are being established now so generally?—Yes, I suppose that might be done by endowments. The endowments required would not be at all large. A sum spent on buildings and something on scholarships and exhibitions would be enough. The schools would be self-supporting as regards the carrying on of the schools. Middle-class schools are quite able to be self-supporting. The girls' schools now are very expensive, from being so small; they might be carried on at a much less expense if they were not so very small.

11,261. Can you give us any estimate with regard to what would be the cost per girl in a good boarding school of the class with which you are more particularly conversant?—No, I do not know what it would be.

11,262. Is there any reason why it should be less than in the case of boys in the same condition of life?—No, I should think it would be just about the same.

11,263. Do you think that parents generally speaking are willing to spend money in the education of their daughters in the same way as they are willing to spend money in the education of their sons?—No, I do not think they are willing to go on so long; they are willing to spend it till 16 or 17; after that they do not think it worth while to go on any longer.

11,264. (*Lord Lyttelton.*) Could you state your opinion from your own observation as to the condition in respect of sound instruction of the daughters of the upper middle classes of this country?—The only special means I have of knowing is what I hear from the better sort of school-mistresses; I hear what they say of the girls who come to them.

11,265. You are not prepared to give an opinion from your own knowledge of daughters of the professional class?—No, I think not.

11,266. Are you acquainted with the daughters of farmers?—No, I scarcely know anything at all of them.

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11,267. With regard to endowments, have you looked into the case of existing endowments for education, and have you any reason to suppose that, according to their original intention, they were in any or in many cases intended for both sexes, and have now become applied solely to boys?—Yes, I think it is quite evident that they were originally intended for both, because in a very large proportion of cases the freedom is for "the children of the parish," or the "children of a certain district.

11,268. Do you conceive that in justice those ancient endowments might in great part be re-applied to the education of girls?—Yes.

11,269. As to the training of mistresses, you are acquainted with the training schools for mistresses for the lower class which exist, as at Salisbury and Whitelands?—Yes, but I know very little about them.

11,270. Do you think that similar separate and special institutions for the training of middle-class schoolmistresses would be desirable?—I think it would be very undesirable that they should receive their whole training in a special institution. I think they might get six months' training at the end.

11,271. At the end of a good general education?—Yes.

11,272. Do you think that six months would be enough?—Yes; the Home and Colonial School Society are doing something in that way. They have a special class for governesses.

11,273. Has that worked well hitherto?—They are only just beginning it. I have the papers here. That is a certificate of competency which they propose to give. (*The same is handed in.*) It has not been awarded to any one yet, it is only just beginning.

11,274. (*Mr. Acland.*) Will you state generally what the nature of the arrangement is?—They have made arrangements to take a class of governesses. I believe at present they have only accommodation for 14. They propose to take them, being prepared as regards general education, and give them either six months or a year, whichever they like to take, chiefly in the art of teaching. The chaplain told me that he had lately observed a great stir in the middle-class schools for girls. He thought they were under the impression that Government was going to deal with them in some way, and they wanted to prepare themselves for it. The Home and Colonial School Society has a reputation for giving a good training in the elementary subjects, so the schoolmistresses applied to them for assistant teachers. Then they thought they might be useful in giving a higher training, a training for a higher class of governesses, so they are adding this, and they are prepared to add to it still more if they find that it is useful.

11,275. (*Lord Lyttelton.*) This certificate has not yet been issued?—No; that is what they propose to give.

11,276. They think they can test governing power as well as teaching power?—Yes; they think they can. They do it by observation. That certificate will be given after the course of training, and on the result of observation during that time, not simply by one definite examination in the art.

11,277. (*Mr. Acland.*) Will you just state shortly what are the subjects as to which they propose to certify?—Religious knowledge, reading, spelling, penmanship, arithmetic, English grammar, English history, geography, domestic economy, natural history, teaching power, and governing power. Then the additional subjects are French, German, music, and drawing.

11,278. (*Lord Lyttelton,*) As to the examination in religious knowledge, is that according to the general system of the Home and Colonial School?—Yes, I think so. They make a great point of that in that society.

11,279. (*Mr. Acland.*) And that is unconnected with any particular denomination, is it not?—Yes, I do not think they are connected with any denomination.

11,280. (*Lord Lyttelton.*) Their principle is to teach the general leading doctrines of Christianity?—Yes.

11,281. You attach importance to a system of giving certificates generally to schoolmistresses?—Yes, certainly.

11,282. Could you recommend any general system of certification which might be called a national one for schoolmistresses, and in what way do you think that could be done?—I think the most useful thing would be a system of examinations for women generally, not specially for schoolmistresses.

11,283. That for schoolmistresses would be only a branch of it?—Yes.

11,284. By what authority do you think such a system would best be instituted and managed?—I think the examinations of the University of London would answer the purpose.

11,285. You would not have a special Government Board?—No.

11,286. Do you think the University of London, as distinguished from the older Universities of Oxford and Cambridge, has a peculiar fitness for the purpose?—Yes, because their candidates are not required to attend college lectures. Nothing is required but the knowledge, however obtained, so that the examinations as they are would only require adapting in the way that the local examinations have been adapted.

11,287. Has it appeared to you that girls or young women as compared with boys are in want of the same kind of stimulus and motive for the prosecution of their studies after leaving school?—Yes. I think they want stimulus very much. One hears more of that from the schoolmistresses than anything. They turn round upon you if you talk about improving the schools. They say if you would find something for the girls to do when they leave school and go home, that is what is wanted.

11,288. And you think the apathy on the part of parents is connected with the same point?—Yes.

11,289. Has it occurred to you that there is anything which this Commission could recommend, or any general measure, whether legislative or other, that could influence that defect in the prospects of young women?—I do not know whether the Commission could recommend the opening of the University of London examinations. That would be the most useful direct means that I know of. Indirect means would be much more effective. Increased facilities for turning their knowledge to account is what they want. That, of course, is not directly educational.

11,290. Anything educational would still be in the nature of a means?—Yes.

11,291. You could provide better means for their obtaining a certain position, but is it not rather a question what openings there would be for those who have obtained that distinction compared with others?—Yes, that is the most important question.

11,292. Has it occurred to you that anything could be done in that way?—I do not know that anything could be done educationally. A good deal is gradually being done. It is being found out what things will do, but the position of women is in such a transition state one can scarcely speak of it definitely.

11,293. You think there are prospects of better employment?—Yes, I think there is no doubt about that; only one of the difficulties

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is that, from being so badly taught, they are not competent for many things which they might do.

11,294. (*Dean of Chichester.*) Are you acquainted with the state of middle-class female education in Germany?—Not at all.

11,295. In Germany public lectures are given in most of the towns by professors paid by the Government, to which young women usually are sent, and they get a very first-rate education. Do you think that anything of that sort might be adopted in England?—Do you mean professors appointed by Government?

11,296. Public professors. There are establishments in the different towns, and, as I am informed, the female population frequent those lectures very much?—Yes; I should think that perhaps in that way something might be done.

11,297. That would probably supply a stimulus if they had certificates after attending a course for two or three years and passing an examination?—Yes; I think when there is a sufficient stimulus, and where parents can afford to pay, instruction can be got.

11,298. But then here you have just the same advantages as in great schools for boys, while the young women are living at home with their parents. They go to these lectures. They are more than lectures, for they examine them, and at the end of a certain period they have, I believe, a certificate or some mark or testimonial, and the consequence is that it is generally found that the lowest class of Germans are better educated than a somewhat upper class in England?—Yes, I believe that is so in arithmetic, which is the great deficiency in English governesses.

11,299. (*Mr. Acland.*) Is there also great deficiency among women in England in the knowledge of grammar?—I think not so much. In the report of the experimental examination the report as to grammar is rather favourable.

11,300. You have taken a very active part in persuading the two Universities to listen to facts which you had to lay before them in reference to the state of female education; will you be so good as to tell us what difficulties you have encountered, and what objections you have met with on behalf of either gentlemen or ladies, and then make any remarks which you have to make upon those difficulties?—It is difficult to state objections fairly when one does not agree with them. I think it was chiefly a kind of general feeling that it was not in accordance with the fitness of things. The objections seem generally to resolve themselves into that.

11,301. Will you please to state in what way you have met the objections which have been brought before you, and on what points you have been most anxious to convince the public?—I think we met the objection by trying the experiment, which was owing to your suggestion, that we should do something to show that our ideas would march. We held an experimental examination, which was exactly like the authorized examination, only without the formal authorization, and it worked so well that the objections died away.

11,302. There was one objection which I happened to meet with myself, which I may state broadly, that it might be all very well for the ladies to wish to have a test of their own knowledge, but it was a piece of female ambitiousness—I think that was the way in which it was put,—that they would not be satisfied with a good examination of their attainments unless they could be allowed to run a race with the boys, and show they could beat them. How would you meet that?—I do not think it is looked upon as running a race with the boys at all;

there is a fixed standard which has a recognized value, and girls would rather be tried by that than by a new standard invented especially to accommodate some supposed peculiarities of their own.

11,303. Do you agree with the suggestion that a good board might be formed in London containing some of the individuals who are concerned in the Oxford and Cambridge examination, and possibly also of some persons who have had special experience in female education, such as the gentlemen connected with Queen's College, and with some of the female training colleges, and that that in point of fact would have been a better standard for the women than a mere competition with boys of the middle-class schools?—I do not see what advantages that would have. It would be very difficult to frame a curriculum specially suited to girls, because almost everybody has a separate theory about what is good for girls to learn—about what is "apposite to the female mind."

11,304. I think you yourself had an opinion that if any special standard were set up for girls, nobody would believe that their arithmetic was as good as the boys' arithmetic, however carefully it might be examined into?—Yes.

11,305. Will you state fully your opinion on that subject?—I think that a special certificate would always be assumed to be less strict and less exacting, whether it was so or not.

11,306. Will you have the goodness to state how far you have succeeded in convincing the two Universities of your views, and what result has followed from the steps taken?—The first step taken by our committee was to ascertain the feeling of the local committees. We wanted to know whether it would interfere with the examination of the boys, or whether it would work disadvantageously in any way, so we communicated with the local secretaries at all the local centres, and the answers on the whole were rather favourable than otherwise. Many declined to give any answer at all. They said they thought it was a question for the Universities, and so on; but on the whole we were encouraged.

11,307. How long have you been engaged in this work?—It was in the autumn of 1862 that this committee was formed.

11,308. You have, I think, ever since that been laboriously engaged in persuading the Universities and the public to deal with this question?—Yes; we succeeded in persuading Cambridge at the beginning of this year. We have had nothing more to do with persuading them since.

11,309. (*Lord Lyttelton.*) Has Oxford done nothing about it yet?—No; we sent in an application in January this year. It was considered by the Hebdomadal Board, and I believe the feeling was that as Cambridge was going to try the experiment, they might as well wait and see how it worked.

11,310–11. (*Mr. Acland.*) Will you kindly go on and state how far you succeeded, and what has been the opinion given of the girls' work, as tested by the examination of Cambridge?—After these communications with the local secretaries, we applied to the Cambridge Syndicate for leave to use the papers prepared for the boys, and to hold an examination simultaneously. The London Local Committee promised their help in carrying out the experiment. The Syndicate gave us leave to use their papers, and to apply to the examiners to report upon the papers. The examiners were all very friendly indeed, and they looked over the papers and reported upon them. That is the report (*handing the same to the Commission*). It was very unfavourable indeed as regards arithmetic. Out of 40 seniors 34 failed in the preliminary arithmetic, so that what they did in other subjects

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went for nothing. The juniors did rather better, but they were very deficient too in arithmetic. In English, the average work was fair. The grammar was very good.

11,312. What does the English mean? English grammar and analysis, or English literature?—I suppose it includes English literature to some extent. It is I think chiefly English grammar and composition. The English history was very fair. The examiner who examined the boys on the same subject said his impression was, by comparison, favourable to the girls. He did not see any reason to find fault with the writing and spelling taken as a whole. In French the prepared work was not done so well as by the boys, but the higher paper was done on the average better by the girls, and they had more notion of writing French exercises. In German 12 candidates were examined; all passed, and three were marked as distinguished. In music one candidate did well.

11,313. What does music mean; the theory of music?—Yes; harmony. In drawing, the papers were fair. In Whately's Christian Evidences the juniors were poor. In Paley's *Horæ Paulinæ* the seniors were above the average. In the Catechism and Prayer Book the candidates were well informed on the subjects of examination, and their answers were good as regards grammar and style of composition; but there was a want of point in many of the answers.

11,314. Did any of the ladies take up Latin?—Not in that examination.

11,315. Did any take up mathematics in any form beyond ordinary arithmetic?—No, not at that time.

11,316. What would be your opinion as to the expediency of girls learning either Latin, geometry, or algebra?—I think it would depend on the time they were going to remain at school.

11,317. Supposing they continued at school till 17 or 18, do you think it desirable that those more severe studies should form a part of female education?—Yes, certainly; Latin at any rate.

11,318. Will you be so good as to state shortly the number of candidates who went into those examinations?—There were 83 altogether; 40 seniors and 43 juniors.

11,319. The seniors being under 18?—Yes.

11,320. And the juniors under 16.—Yes.

11,321. Were your examinations held all over the country or only in London?—It was an experiment in London.

11,322. From how many schools did they come?—I think it was from 12.

11,323. Can you give us any estimates of the rates of charges at those schools as an index of the class of society from which they come?—No, I cannot. A good many were from day-schools.

11,324. Do you think they were generally very expensive schools or cheap schools?—I think they were about a medium.

11,325. (*Lord Lyttelton.*) Were they all near London?—No; two or three country schools sent in.

11,326. (*Mr. Acland.*) Do you think there were any pupil or Sunday-school teachers of the humbler ranks?—Certainly not.

11,327. They were, in fact, either boarding or day schools for what would be called the respectable middle classes, at least?—Yes; the daughters of professional men and merchants and the higher class of tradesmen.

11,328. Did the parents appear to take an interest in these examinations, or was the inducement to the girls to go in chiefly from the

teachers and the ladies outside the schools who were taking an interest in it?—I believe the parents took some interest in it. It was of course mooted by the schoolmistresses, and then the parents came into it very readily.

11,329. The schoolmistresses of these schools at least were decidedly favourable to the plan?—Yes; and they must have been satisfied with the working of it, because they all signed the memorial afterwards.

11,330. Were there many other schoolmistresses favourable to the movement who, either from peculiar or local or accidental causes, did not actually come to the point and send in any girls?—I think the great mass of schoolmistresses did not hear of it. We had only about six weeks' notice. We made it known as well as we could, but of course it was to a very limited extent.

11,331. Is there any other examination coming on this Christmas?—Yes; and now it will be regular and authorized. I have the numbers and the subjects they take up.

11,332. Will you state the number of candidates?—There are 51 juniors and 77 seniors; that is all over the country at six centres.

11,333. (*Lord Lyttelton.*) Is the number now ascertained and complete?—Yes.

11,334. (*Mr. Acland.*) Will you name the centres?—Brighton, three senior, four junior; Bristol, seven senior, five junior; Cambridge, six senior, six junior; London, 43 senior, 14 junior; Manchester, 14 senior, 18 junior; Sheffield, four senior, four junior; that makes, altogether, 128.

11,335. Are there any subjects which are almost universally taken up, or is there any remark you wish to make on the subjects?—The subjects most taken up are religious knowledge, English, and French, but the senior students also take up every subject that may be taken by boys except Greek and applied mathematics. They take Latin, pure mathematics, chemistry, zoology, botany, geology, and all the other things, except Greek and applied mathematics. They take pure mathematics.

11,336. Will you kindly state how these arrangements are made? Are they made by a committee of ladies, and are any fees charged?—Yes, it is carried on in every way exactly as it is with the boys.

11,337. They pay their fees to the University?—Yes; they pay them to the local secretary, by whom they are transmitted to the University. The local secretaries for the boys have taken the charge at two places, Sheffield and Brighton. At the other four centres there are special secretaries besides for the girls' examination chiefly, I think, because the local secretaries have enough to do in looking after the boys.

11,338. Has the question at all arisen between your committee and the University, of admitting girls over the age of 18? I ask that question, because in reference to some agricultural examinations the Cambridge authorities have been extremely obliging, and have consented to admit boys to examination over that age; although they could not have certificates, nor compete with others, still they were admitted to the examination. Has any such arrangement been made on behalf of women?—Yes; we asked for it this year, and they said each case would have to be considered separately on its own merits. They afterwards gave leave for this year only for any candidates to go in in that way in consideration of its being the first year, and that they had had no opportunity of going in before; but it is only for this year.

11,339. You probably apprehend that the result of the experiment

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can hardly be decided yet, and possibly the future arrangements will depend upon what happens at this examination; or do you think that that question is finally closed against admitting girls?—I think it may be considered almost finally closed, except as regards individual cases.

11,340. Can you point out any suggestion which this Commission might make to induce young girls or young women to continue their studies after the age of 18?—As I said before, I do not know whether this Commission can make a recommendation to the London University. That meets the difficulty so much better than anything else that is likely to be done, that one does not trouble to think of anything else.

11,341. Would you rely then mainly on some examination later in life than 18?—Yes; that is what is wanted. We want that most now, because we have got this from Cambridge, which answers perfectly, and it seems pretty certain that we shall get the same from Oxford by-and-by. We do not want another examination, which would only be a duplicate of the local examinations.

11,342. Up to what age would you have girls submit to an examination? Would you carry it on to 25, or any other age, or would you have it indefinite?—I should like it to be left open, as in the case of the Universities, that they might go in at any age they like.

11,343. Would you draw any distinction between the examination for girls generally and an examination for teachers?—Certainly not.

11,344. Would you not have any special certificate of power to teach, in any way?—I think that might be useful for those who are going to be teachers, and who have got a certificate of attainments, but not to mix the two together.

11,345. Supposing that there were a certificate of attainments, do you not think it would be desirable also to have a certificate of power to teach for teachers?—I suppose it is. The schoolmistresses say so. I do not know in any other way, but they very much insist upon it. They say that the deficieney in the knowledge of the art of teaching is very much felt.

11,346. Do you think then that the great thing which is wanted now is simply a competent body to give certificates of attainments, and that the rest would work itself out?—I think so. I think the training colleges would give opportunity for training in the art of teaching, and that governesses might go there if they wished for it.

11,347. Are you on the whole disposed to say that the London University is the best body to go to without establishing any new body under parliamentary or other authority?—I think so as regards mere examinations, certainly; not as regards inspection; that is a separate question.

11,348. Will you be so good as to state from how many schools, as far as you know, the candidates come at the present examination, and from what kind of schools?—I only know as regards the London centre. At the London centre six come from no school. The remaining 50 are distributed among 16 schools, of which 11 are in London or the immediate neighbourhood; the others in Berkshire, Somersetshire, Devonshire, Cornwall, and Oxfordshire. There is a falling off in the number of candidates as compared with the experimental examination. We had 83 then. We have now only 56, but there is an increase in the number of schools. They send in fewer candidates. I suppose they were frightened by the failures in arithmetic, so they send a smaller number.

11,349. Would it be convenient to you to send in, after your exami-

nation, a short statement of the schools from which candidates come, with the terms of those schools?—Yes, I think I can get it.*

11,350. (*Rev. A. W. Thorold.*) With respect to the cost of schools—take day schools first—do you think that the fees charged for day schools, say in London, are much about what they ought to be, or are they too high?—I should think they are not too high, if the education given is good, for day schools.

11,351. What do you think the amount of annual fees for a day school should be fixed at, in order to be such as, on the one hand, a middle-class parent, the class of which we have been speaking, could afford to pay; and which on the other hand should ensure a good education?—I do not think I could give any general answer, because it depends so very much on the number of girls in the schools. Of course a large number can be taught much more cheaply.

11,352. But that depends upon the accident of the attendance upon the school. Say, in a school of 50 girls, do you think that four guineas a year would be the amount that would ensure a thoroughly good teacher?—No, I do not think that would be enough, unless you are speaking of quite the lower middle class.

11,353. That, probably, would not ensure accomplishments?—No; certainly not.

11,354. Would you put it as high as 10 guineas?—I do not think that even that would bring in accomplishments. If the schools were on a larger scale it could be done much cheaper. In London it is more expensive, because the rents are higher.

11,355. Within what limit do you think it desirable that a girls' day school should be confined?—I think it may range as high as 200. I do not know of any case in which it is larger, so that I do not know whether there might be inconvenience if it were larger than that. I think it might be as much as that with suitable buildings. Of course it makes a great difference what the accommodation is.

11,356. Do you think that a boarding school on that scale, supposing it could be established, would be desirable?—I think it would be better to have a combination of the two; to have a day school with boarding houses attached to it, so that the girls should go out to school. Of course they might be very close at hand, but the large number seems to have a good effect on the girls in school. It brings them to a level. A clever girl is not so likely to be made much of among a larger number as when she is the only one of 10 or 12.

11,357. That plan of course would be most practicable in a large town?—Yes.

11,358. Where day scholars could come?—Yes. It need not be a very large town.

11,359. We have had before us a great deal of evidence on this subject with regard to boys' schools. Do you think that in a boarding school of that size about from 25 to 30 guineas would be a possible charge?—It would depend a good deal on the sort of accommodation given in the boarding houses.

11,360. Do you think that the salary of the assistant mistresses would be less or more in proportion to the salary of assistant masters in a

* The terms of the private schools from which candidates were sent in to the Cambridge Local Examinations (London Centre) in December 1865 range from 25 to 100 guineas a year, exclusive of extras, for boarders, and from 4 to 12 guineas a year for day scholars, also exclusive of extras. In three quasi-public schools the terms for boarders vary from 18*l.* to 35*l.* a year. The number of pupils in each school varies from about 20 to 200.

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boarding school?—I think it would be less, but then a good deal of extra teaching would have to be given. There must be masters, because there would be many things that the assistant teachers could not teach.

11,361. You spoke of the defective education and training of governesses; that remark, I suppose, would apply equally to assistant teachers in boarding schools or day schools?—Yes.

11,362. Do you think that they are on the whole adequately paid in proportion to their qualifications?—I do not know, in proportion to their qualifications. I suppose they ought not to be paid anything if they do not know anything.

11,363. (*Lord Taunton.*) Do the emoluments generally received by the successful schoolmistresses afford much inducement for young ladies of talent and acquirement to devote themselves to that profession?—No, I do not think they do, though in some cases they seem to make money.

11,364. They have, of course, not the same inducements that men have in prizes in the Church, and so on, which are frequently given to successful schoolmasters?—No.

11,365. Can you suggest any means by which that defect which seems to be very much at the root of the want of good schoolmistresses generally can be remedied?—I should think that the real cause of the low stipends of schoolmistresses is that there are too many. There are not too many well qualified, of course, but the inferior ones compete with the good ones, and there are no means of distinguishing between them, at least very little means, so they bring each other down.

11,366. The sort of governess that goes to a farmhouse or to a tradesman's family is often very little able to teach much, is not that so?—I believe so.

11,367. (*Mr. Acland.*) And paid at a very low rate?—Yes.

11,368. And very often, I believe, compelled to do very humble work?—I do not know anything about the position of governesses of that class.

11,369. (*Rev. A. W. Thorold.*) Have you noticed any improvement in the governess class lately?—I think some improvement is gradually going on. At any rate, there is a good deal of stir, and they are very anxious to improve themselves, the better sort.

11,370. Do you think you can trace that improvement at all to the action of colleges, such as Queen's College, Harley Street?—Yes, I think so; I believe Queen's College has done a great deal of good in that way.

11,371. It has raised the standard, probably?—Yes, and raised the tone.

11,372. Is there any other way you could mention of raising the standard and power of instruction in governesses and female teachers beyond the opportunity of obtaining a certificate, which is what you have chiefly brought before us?—I think if colleges were multiplied it would be a great advantage. There are two in London, but they are kept down very much by the ignorance of the girls who come to them. They are not able to carry on the instruction so high as they would because of the girls coming so young and so ignorant. If they stayed longer, which they would be encouraged to do if examinations were open to women, the standard of instruction might be raised. Probably more colleges would be wanted. It is, I think, rather an inconvenience that they should be only in London, because some people do not like to send their daughters to London.

11,373. Do you consider drawing a very essential feature in the instruction of girls?—I suppose it is a very good thing for everybody.

I do not think it has any special value in the case of girls as distinguished from boys.

11,374. Such as making them accurate and helping them to observe? —Yes, if it is more their duty to observe.

11,375. (*Mr. Erle.*) Do you attach importance to the mutual influence of scholars in a well regulated school on each other, and on the tone of the school?—Yes, I should think there can be no doubt about that.

11,376. Do you think that is liable to be weakened by the mixture of day scholars, returning to their homes, and not being confined entirely to the school. Day scholars would return to their homes and to their parents perhaps less sufficiently educated than we hope their daughters may be, and liable to distractions under the care of injudicious parents—is that likely to prejudice the tone of the school? —It might to some extent, but on the whole I think that in a large school there would be a good deal of public spirit, even with girls living at home.

11,377. The influence of the tone of the school on the day scholars would not, you think, be materially weakened by their going home?— I should think it would be weakened, but you have a choice of advantages and disadvantages. In a boarding school sometimes the influence is not very good, so that you would be rather glad to have it weakened.

11,378. I am assuming that the school is a good school. Supposing it to be weakened in the case of the day-scholars, that would react on the boarders, would it not?—To some small extent. It seems to hinge on whether the school influence or the home influence is the best, which is a point one does not know.

11,379. Supposing external aid to be available, whether from endowments or any other source, to the maintenance of these schools, you would appropriate that aid, supposing it to consist of income, principally to scholarships and exhibitions?—Yes.

11,380. Would you have different classes of scholarships. I mean scholarships of a minor value, which would be assigned to junior scholars, and scholarships which would be attainable by more advanced pupils at a later period?—Yes, I should think that would be a good plan, certainly.

11,381. If you can confine the benefit of any such external aid to scholarships only you exclude from any participation in it a great number of children who may be most amiable and most earnest to advance themselves, and yet may not succeed in competition. You may have a number of children most earnest to discharge the duties imposed upon them and most requiring help, yet who may not succeed in a competitive examination for a scholarship?—Yes, I suppose that, perhaps, might be got over by having some scholarships to which only a qualifying examination is required, and adding the test of income; that might be done.

11,382. You would confine the endowments as much as possible to the provision of buildings, would you not?—Yes; buildings, scholarships, and exhibitions.

11,383. If the income from an endowment, for instance, could not be made available at once as capital for providing school buildings, or anything which required immediate expenditure, the same advantage would be attained, would it not, by applying the income to a diminution of the current expenditure of the school?—Yes, but it would require to be watched; it seems more likely to be abused in that shape than in others.

11,384. Have you considered what subjects of education should be

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taught generally to all the scholars, I mean with reference to the social position of pupils who would be found in the class of schools of which we are speaking?—I should think the schools would not be all for the same class.

11,385. Speaking now of the schools which would receive the daughters of professional men—lawyers, for instance—and others of the upper middle class?—The subjects which are given in the University local examinations would do very well.

11,386. There are some subjects, I suppose, which would be more beneficial to the mental training of young women, and valuable for themselves?—Yes, I suppose so; but it seems very difficult to settle which are the best.

11,387. (*Mr. Acland.*) Do you think that the preliminary subjects are well chosen for girls as indispensable subjects?—Yes.

11,388. Some fault has been found with the University examinations, on the ground that they require too much cram in history and geography, and that it would be better if there was a little more relaxation given in the preliminary subjects; has that come before you at all?—No; I have scarcely had experience enough to judge how the examinations work in that way, as we have had only one, and that under peculiar circumstances.

11,389. Perhaps you will answer Mr. Erle's former question as to optional subjects offered by the University; would you say that any one or more were specially desirable for women?—No; I do not think there is anything especially desirable for women; anything that is a good means of culture is desirable.

11,390. In fact you wish very much to assimilate the general mental training of girls and boys?—I think so. I think if we could find out what is the best mental training it would be the best for both; but I suppose nobody has found that out yet.

11,391. (*Lord Taunton.*) I suppose there is more difficulty in mixing girls in the different classes in the same schools than there is in mixing boys in different classes; the parents would be more susceptible on that point, would they not?—I do not know; I hardly know anything about it.

11,392. Do you think it would be possible to combine in the same school girls from different ranks in society; for instance, the daughters of small shopkeepers with those of professional men?—I think there would be a difficulty about it; I think parents would be very apt to object; I dare say it would depend a great deal on whether they were obliged to take such a school as they could get. If there was only one school, and that was a good one, they might put up with the disadvantage of having a mixture of classes.

11,393. Do you think there would be a tendency on the part of the higher classes of parents to avoid a school where their daughters would come in contact with girls who, however respectable, might not be in manner, pronunciation, accent, and so forth, exactly similar to their own daughters?—Yes, I think so, certainly.

11,394. Do you think that would oppose any considerable obstacle to any general system of common education on the part of the girls of the middle classes greater than that to which boys of the same class would be liable?—I think perhaps parents are a little more particular in the case of girls.

11,395. (*Lord Lyttelton.*) Have you formed any opinion of your own on the point you were just mentioning, what may be the best mode of mental culture in their education?—I have a great belief in language, Latin particularly.

11,396. I thought you alluded to something which has not yet been acted upon; that it was not yet discovered what might be the best mode of mental culture?—No, I thought there was great difference of opinion as to what really was the best; there seems to be no general agreement at all.

11,397. The ancient view has been that language, especially Latin and mathematics, were the two main means of mental culture?—Yes.

11,398. Are you inclined to agree with that?—I have a prejudice in favour of it, but I do not know that it is anything more than a prejudice.

11,399. (*Dr. Storrar.*) Are you at all conversant with the system of educating girls in institutions in Edinburgh?—Very little, I have heard a little of it, but I know very little about it.

11,400. Are you aware from what you have heard that it is the practice in Edinburgh for girls to be collected in boarding houses kept by ladies who take very much the place of private tutors?—Yes.

11,401. And that the girls go out to classes in the course of the day?—Yes.

11,402. Have you heard enough of that system to enable you to form any opinion of its value?—I think what I have heard is on the whole favourable, it is certainly favourable to Scotch education generally; the schoolmistresses have told me very emphatically that the Scotch girls are much better taught than the English girls, and when they speak of the unfathomable ignorance of the girls who come to them they make an exception in favour of the Scotch girls.

11,403. You have never heard it objected that the system is unfavourable to the domesticity of character which is generally valued in ladies, that they get rather a habit of exhibiting knowledge, and a greater familiarity with life in the streets than is altogether desirable for girls?—No, I do not think I remember hearing anything of that.

11,404. You are I think one of the lady visitors of the Bedford Square College?—Yes.

11,405. I think, if I understand its constitution correctly, there is a school and also a college?—Yes, there is a college, and as at Harley Street they have found it necessary to establish a school as preparatory to the college. At Harley Street they found that the girls came so ill prepared that they were led to found a school, and they did the same at Bedford College.

11,406. So that, in fact, in order to secure the efficiency of collegiate instruction, the heads of the college have been driven to establish a school of their own?—Yes.

11,407. And that has been brought about very much by the inefficiency of the preparation of girls who attend the college courses?—It is entirely owing to that inefficiency.

11,408. And therefore another strong argument in favour of the necessity for securing some standard of qualification for instructresses?—Yes.

11,409. What are the fees for attendance at the girls' school in Bedford Square?—I cannot answer that at present.

11,410. Then to draw your views closely together they would amount to this, that the first thing that we have got to do is to improve the quality of instructresses by instituting some system of certification both as to their attainments and as to their power of communicating knowledge?—I do not know that I am quite prepared to say that that is the first thing; it may be the first thing in point of time, but my impression is, that if there was a demand for good education the teachers would be obliged to qualify themselves.

11,411. But then they must have some standard instituted by which

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they are to show the measure of their qualification, must they not?—Yes; only it would not be specially for them.

11,412. What you mean, I presume, is this, that you would not exclude any ladies from going into the examination who had no intention of devoting themselves to the business of instruction?—I think I mean rather more than that. I think that all ladies should be encouraged to go in, and that then teachers would go in as a matter of course among them; they would be obliged to go in to keep themselves on a level.

11,413. Then the next step is, to institute schools simply on the principle of supplying the fabric and encouraging the education in them by means of scholarships?—Yes, I feel much less strongly about the fabrics. I think there is a risk of wasting money on magnificent buildings, and if it were a choice between the two, I should very much prefer exhibitions and scholarships to spending the money on the fabric.

11,414. What would the exhibitions be; exhibitions to what?—I think the schools might have exhibitions to the colleges. I think also it would be very desirable that there should be exhibitions which might be used as endowments for apprenticeship to anything, leaving it to the discretion of the trustees, because for one thing there are a great many things which women are beginning to do, and it is scarcely known yet what they will be doing by-and-by. You might have exhibitions to things eventually which are not sufficiently settled yet, as, for instance, to a medical school, when there is one.

11,415. You speak of exhibitions to colleges. Do you mean such colleges as the colleges in Bedford Square and Harley Street?—Yes.

11,416. Would you contemplate any Government aid to these colleges or to colleges like them?—I do not quite know what you mean by Government aid. Do you mean existing endowments which Government will perhaps deal with, or a grant from Government?

11,417. Application of funds of any kind?—Of any kind, certainly.

11,418. Then you would contemplate extending the system of colleges over the country?—Yes, as far as they are wanted. It would be found out gradually, I think, to what extent they would be wanted.

11,419. Will you state, as you have referred very pointedly to the University of London, what would be the kind of examination that you would desire to see instituted there for ladies?—I should wish the examinations to be thrown open exactly as they are, except perhaps making some subjects optional in the matriculation examination. For instance, the option is between French and German. I think if the option were between Greek and German instead, that that would make it more suitable, but in other respects it would do very well as it is. The only alterations required would be to apply them in the way that the local examinations are applied. The University local examinations are thrown open exactly as they are, only that there are ladies' committees at each centre to arrange for the conduct of them. As regards subjects, and standard, and everything of that sort, they are entirely open.

11,420. Then would you be prepared to desire that ladies should be admitted to degrees in arts and science in the University of London?—Yes; but I should not propose that all at once; I should ask for the matriculation examination first, because I think that would be sufficient for the present, and also as it involves only a certificate; some people have a strong feeling about degrees, and do not object to certificates.

11,421. Should I be right in concluding that your view is that the male and female mind should run exactly in the same groove as regards education?—Yes; I think they might be educated in the same things.

I do not suppose the results would be exactly the same, at least, I do not think one knows what the result would be.

11,422. You think that the sexual difference of mind is so slight that you would not make any difference essentially in the higher education of a man and the higher education of a woman?—I do not know what the difference may be, but I do not think it is the sort of difference that would lead one to make a difference in the subjects of education.

11,423. (*Mr. Acland.*) All that you have said to-day has chiefly related to the upper middle class, and I think you have stated that with regard to the lower middle class you have not had very great experience?—Yes.

11,424. Do you not think that the defects to which you have called public attention now for some time quite as much affect the schoolrooms of the gentry under private governesses as the upper middle class, the want of stimulus and the want of inducement to work?—Quite so; at least I suppose so.

11,425. Has it occurred to you to suggest any remedy for that defect?—I think the remedy would be the same, because the examinations of the University of London do not require attendance at lectures, or college, or anything. The candidates might go in from private schoolrooms just as easily.

11,426. You would rather hope, then, that if your views work themselves out and commend themselves to public attention, that the highest classes in the country would allow their daughters to pass in the public examinations?—I do not know whether the highest classes would; I think the professional classes would, certainly.

11,427. (*Lord Taunton.*) You are perhaps aware that at Paris the highest classes allow their daughters to attend "courses," as they are called, in which prizes are given, and there has been an attempt to apply the stimulus of competition to women?—I was not aware of that.

11,428. (*Dr. Storrar.*) Do you attach any importance to the educating of girls of the class which you have been chiefly speaking of in needlework?—I think its importance is decreasing every day. Machines are very much used, and not only are things bought ready made, but people have machines in their own houses.

11,429. Would you think it desirable that girls should get some information of a useful and practical character, such as information about making clothes, cooking, and that kind of information, which heads of families may be expected not to be entirely ignorant of?—I think they ought to have it, certainly, but I think it is very easy, much easier than anything else, and that if they were made sensible women they would certainly get it for themselves. The most cultivated women are generally also the most efficient in household matters.

11,430. (*Lord Taunton.*) Are there any other suggestions which you are disposed to favour the Commission with regarding the education of women?—I rather wanted to speak about the constitution of governing boards. I think that where a school is for girls there ought to be some ladies on the governing board. In endowed schools generally the trustees or governors are all gentlemen, and the schools are apt to get neglected from their having so many other things to do. They do not give so much attention, I think, as ladies might.

11,431. You think where endowments are partly for girls and partly for boys they are apt to starve the department of the girls in favour of that of boys?—I think they know more about boys, and think more about them, and that they are better qualified to judge for them, partly because they have their own experience to go upon.

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11,432. (*Mr. Acland.*) Do you think that it would be decidedly better that a limited number of ladies should sit at the board with the gentlemen, on exactly the same footing, or that there should be a ladies committee, with a distinct power and right of calling the attention of the governing board to its views, with some right of appeal in the event of their being neglected?—I think it would be much better that they should be on the same Board. I do not think that that double kind of government ever works so well.

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Miss FRANCES MARY BUSS called in and examined.

11,433. (*Lord Taunton.*) I believe you are the Principal of the North London Collegiate School for Girls?—I am.

11,434. We have had the evidence before us of the Rev. William Williams, who is, I believe, the master of a school that bears the same name as yours, the "North London Collegiate School," is there any relation between your school and the school conducted by Mr. Williams?—Only in this respect, that the two schools were opened in the same neighbourhood at the same time, one for girls and one for boys.

11,435. Did they originate from the same persons, and is there any general direction that is common to both?—Both originated at a public meeting, and both have the same kind of moral guarantee so far as regards the clergy of the parish. The clergy of the parish hold the same relation to the girls' as they do to the boys' school.

11,436. Will you have the goodness to state the nature of your school; is it a private school, or is it a proprietary school?—It is a private school.

11,437. Completely private?—Completely private in regard to buildings and all money expenses.

11,438. Is it your property?—It is my father's and my property.

11,439. It is under a sort of general superintendence of the clergy?—Yes, but it was under the superintendence of one clergyman for ten years.

11,440. Who was that?—The Rev. David Laing, from the beginning of the school. Under his sanction and counsel it was opened and organized, and to the hour of his death he visited it regularly and exercised a general superintendence and management. Nothing was done without his knowledge.

11,441. Is it a boarding school, or a day school, or both?—It is both.

11,442. What number of boarders have you?—18 has been the largest number.

11,443. What number of day scholars?—At this present moment 201.

11,444. What, may I ask, is the expense to a boarder for education and board at your school?—The expense including the general education would be between 50*l.* and 60*l.* a year.

11,445. What is the expense to a day scholar?—Nine guineas would be the average.

11,446. Are your boarders generally from the same class of society as your day scholars?—Yes.

11,447. The ability and willingness to pay the sum you have mentioned for a boarder seems to imply that they are the children of what may be called the upper division of the middle class?—I should think that they would be considered so.

11,448. The children of professional men?—Yes; the statistics are here.

11,449. With regard to the day scholars would you admit any girl

of good character whose parents were willing to pay nine guineas a year for her education as a day scholar?—Yes.

11,450. Do you find, practically, that that brings you as day scholars a class of girls in a somewhat different position of life from those that come to you as boarders?—I think not.

11,451. What are the limits to your power of receiving day scholars? it your buildings?—Yes; I think the buildings would not accommodate many more than we have. The highest number has been 213.

11,452. I presume your course of education is that which is usually taught in good female schools. Are there any peculiarities about it?—I scarcely know. I should think it is much what most schools profess.

11,453. Do you teach Latin at all?—Yes.

11,454. Do you teach modern languages?—Yes.

11,455. French and German?—French and German.

11,456. I suppose you teach English literature. Do you teach mathematics at all?—No; we have no pupils sufficiently advanced.

11,457. Do you pay much attention to arithmetic, and English composition and spelling?—Very much more attention has been paid to arithmetic since the Cambridge local examinations were established.

11,458. I fancy it is not a very easy thing to teach children to spell, is it? We are told it is almost the most difficult thing they have to do. How do you find that?—Very much depends on how long the child remains at school.

11,459. Do you pay great attention to it? Do you make it a point of great importance that a girl who leaves your school shall be able to spell well?—Yes.

11,460. From what you have stated I suppose your school supplies the wants of the families of professional men, the leading tradesmen, and so on. Have you at all directed your attention to the state of education of the class of society below that in London, I mean the smaller tradesmen, prosperous mechanics, and so forth?—Not directly. I know that such an education is very much wanted.

11,461. Do you think there is a great want of good schools for them?—Yes; and it was hoped that schools of that kind would be opened in our neighbourhood to supply that want.

11,462. What amount of payment do you think people of that class would be willing to give a year for a sound and good education for their girls?—I should think about three guineas a year—about 15 shillings a quarter.

11,463. Can you suggest any means that have occurred to you for improving the education that can be afforded to girls in that class of life?—Only by opening schools, I imagine, but I really do not know myself directly. My own work has been with a different class of girls.

11,464. You have not particularly attended to the state of the education of the class below that from which your scholars come?—No. I know that the girls from the class with which I have to do are very ignorant.

11,465. Your girls come up to you very ignorant?—Extremely ignorant.

11,466. Do they seem to be very little taught at all?—In the essentials, hardly ever. They seldom know any arithmetic, for instance. We have a large number of girls of 13, 14, or 15 come to us who can scarcely do the simplest sum in arithmetic.

11,467. Have you taken an interest in the movement which has been made to induce the University of Cambridge to institute examinations

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and confer honorary distinctions on girls?—Yes; 25 of our pupils went up to the experimental examination.

11,468. Do you anticipate very beneficial results from the steps which the University of Cambridge has been induced to adopt?—Yes, I am quite sure that great good has been done already. An immense stimulus has been given, especially to English and arithmetic. The girls have something to work for, some hope, something to aim at, and the teachers also.

11,469. As far as you have been able to judge, do you think that the class of schoolmistresses is as good as it ought to be?—The class of teachers generally is not.

11,470. In your opinion should the education of a girl differ essentially from the education of a boy in the same rank of life, with regard to the subjects which are to be taught?—I think not, but it is rather difficult to ascertain what is the proper education for a boy.

11,471. You believe there is not such a distinction between the mental powers of the two classes, as to require any wide distinction between the good education given to a girl and that which is given to a boy?—I am sure that the girls can learn anything they are taught in an interesting manner, and for which they have some motive to work.

11,472. I presume you would teach girls Latin?—Yes; the elements of Latin are taught in the middle of the school, and all the higher classes translate also; a rather more advanced stage of Latin.

11,473. Do you teach Latin as a means of training the mind in the knowledge of the grammar of the language, or also in anticipation that they will derive advantage from reading the great works which are written in the Latin language?—I think it has been more taught with a view to help them with their English studies.

11,474. You teach it in connexion with English?—Yes.

11,475. Do you teach French at all in connexion with English?—Yes; every pupil learns French.

11,476. Do they learn it in an empirical manner, merely to enable them to talk and read French?—No; they study the syntax carefully and closely, especially in the higher classes.

11,477. Do you also combine that with the instruction in the English language?—Yes.

11,478. Do you encourage the study of accomplishments in your girls?—I think there is a large demand for accomplishments, but we try to make the accomplishments as real as possible.

11,479. I believe you find that there is a great wish on the part of parents that their daughters should have some knowledge of accomplishments?—Yes; some knowledge of music and drawing, music especially. All the pupils learn drawing as a matter of course, and usually about two-thirds learn music.

11,480. Do you consider drawing as an important acquisition for girls as well as for boys?—Yes; it trains the eye.

11,481. And trains the hand too?—Yes.

11,482. Do you attach importance to needlework in the education of girls?—Yes; every girl in the school learns plain needlework but no other kind of needlework, and a large quantity of plain clothing is made every year, which is always given away amongst the poor of the neighbourhood. I think it is most desirable that every girl should know how to use her needle.

11,483. I suppose, besides any indirect advantage there may be, it trains the eye and the hand a good deal?—Yes; I think it does.

11,484. Do you think any means could be taken for improving the class of schoolmistresses by any system of certificates, or in any other

mode?—I think most strongly that every one who teaches ought to go through some course of training in the art of teaching after having received a certificate of attainment.

11,485. In what way do you think it possible to ascertain that before the certificate is given; to whom would you entrust the power of examination and giving certificates?—I am scarcely prepared to say how it should be done.

11,486. You think it desirable that it should be entrusted to some one?—Most certainly; the teachers in the lower schools are trained for their work, and why should not the teachers in the higher schools be trained also.

11,487. Would you be prepared to make it a close instead of an open profession by laying down a rule that nobody should exercise the calling of a schoolmistress without a certificate from somebody after examination?—I am afraid that it could hardly be made compulsory, but I think that the trained teacher would so soon prove what she could do, that the public demand would be for trained teachers.

11,488. Have you at all turned your attention to the state of endowments with reference to the schools for girls?—I feel most strongly, from the people I have had to do with—professional men with comparatively small incomes—that they can obtain help in the education of their boys, but that no assistance whatever is given in the case of their girls, and that even when willing and able to pay for a good education, they cannot get it. There are very many parents who would be glad of some little assistance in the way of a presentation, which makes the payment more easy.

11,489. You are probably aware that many of these endowments are generally for the education of children, without making any distinction between girls and boys?—It may be so, but I am not aware of anything to assist the professional class, except of the clergy daughter schools.

11,490. Do you think it desirable that where that is so, a portion of those endowments should be secured for the better education of girls?—Most certainly. Girls should have some share in the endowments.

11,491. In what way do you think those endowments would be best employed—in the founding of schools or in the establishing of scholarships and prizes, or in what manner?—I think in the establishing of scholarships and in securing proper buildings.

11,492. You think it might advantageously be employed in some cases in providing buildings?—I think so. Certainly in establishing scholarships and in founding presentations, which would entail a smaller payment, as is the case with Merchant Tailors' school and some other great schools for boys.

11,493. I believe in this town there are very few endowments which are available for the education of girls?—I know of none.

11,494. In the case of endowments being applied to the education of girls, do you think it would be useful that there should be ladies among the trustees to take a share in managing the concerns of the school?—Yes. I think that all schools intended for girls should have a mixed government of men and of women. It would be much better for the girls that there should be women assisting in the government as well as men.

11,495. You think they had better be upon the governing body rather than merely a ladies' committee, which might take a certain part in the management of the school, and communicate with the governesses?—I feel very strongly that the internal management of the school should

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be in the hands of the mistress, and that she should be responsible to a governing board but not to a committee.

11,496. (*Mr. Acland.*) Do you think it desirable that in the governing body there should be men as well as women, and not only women as well as men?—There should be both.

11,497. (*Lord Lyttelton.*) Is Latin compulsory throughout the schools?—Not in the lower classes. We have a prescribed routine of education, and all pupils who attend the school must take that routine.

11,498. At what age do you begin the teaching of Latin to the girls?—We begin in the middle of the school; we have no fixed age for it, it depends on the attainments of the girl. It probably varies from ten to fourteen, or from ten to twelve.

11,499. Do you mean that with any considerable number you could begin to teach it as early as ten or eleven?—We only attempt to teach at that age the declensions and conjugations, in fact, the elements.

11,500. How long on an average do the girls stay with you?—I think the average is about seven years.

11,501. From 10 till 17?—We have a great many girls of 17.

11,502. Are they able to carry on their Latin studies so far as at the end of that time to be able to read with enjoyment to themselves a classical author?—No, because sufficient attention has not been paid to Latin at the later stages. There has been no special motive for it, and so it has rather been put aside.

11,503. You value it as a means of mental training for them?—Yes. I think that it should be seriously studied from 15 to 17, if we could get the girls up to the standard in English.

11,504. How high do you carry the arithmetic teaching?—Entirely through arithmetic, sufficiently, as we hope, for the Cambridge pass, but we have had some pupils even beyond that.

11,505. You do not teach algebra?—We have taught it, that is to say, we have had girls who have been capable and desirous of learning it.

11,506. But it is not part of your regular course?—No.

11,507. Do you apply the principle of emulation as far as it is generally applied in boys' schools?—Yes; we have a scale of prizes, and many prizes are given by persons interested in the school, the vicar and others.

11,508. You have regular examinations and classes, the same as in boys' schools?—Yes.

11,509. You have never found any reason to suppose that any peculiarity in girls' physical or mental constitution makes it dangerous to apply the principle of emulation to them?—We have never found the slightest difficulty at all: it is so much a part of the system that every one falls into it. The English education has a fixed standard, so that every girl may reach that standard if she chooses. In that case competition is thrown on one side.

11,510. Will you explain that farther?—In English there is a given routine, and every girl who chooses to work may attain the standard which entitles her to have a prize or certificate.

11,511. Do you mean that prizes and certificates are given partly on what we should call the standard principle, as distinguished from the competitive principle?—Yes.

11,512. But do nearly all your girls come into the competitive examination?—Yes.

11,513. I understood you to say, you have a system of standard examinations not involving the principle of competition?—Yes.

11,514. Which is it that the majority of the school submit to; do most

of them enter the competitive examination, or are they content with the standard examination?—All must submit to the standard examination; many, if not most, take up the competitive also.

11,515. Of the whole number how many do go through the system of competition and how many do not?—On the last occasion, out of 123 prizes, 55 were non-competitive (or English) prizes and 68 competitive.

11,516. Without competition?—Without competition there were 55; lower than that for accomplishments, but I do not know the number. We put aside French, German, music, and drawing to be competed for by themselves, but every girl must go through the routine of English, and must pass the examination.

11,517. More than half of the girls go through the competitive examinations?—Yes.

11,518. Who carries on the examinations?—The local clergy mainly; a few come in at the time and conduct the examinations.

11,519. How often in the year do you have them?—Once a year.

11,520. What is the lowest age at which girls come to you?—We have them from six to 18.

11,521. Do they often come to you from preparatory schools?—A very large number come to us at about 12 or 13 from other schools.

11,522. Are you able to say, comparing girls with boys, in what state of preparation they come to you? Do you think that the girls who come to you from preparatory schools are in a better or worse state of instruction than boys similarly circumstanced?—I do not know about the boys, I know that the girls could not be much worse prepared than they are.

11,523. Do they often come to you direct from home?—Yes, but more often from schools.

11,524. Do those that come to you from the homes of the middle class, tradesmen and small professional men, come to you in a better or worse state generally than those who come from schools?—In a better state, I think, as regards general information, but in a worse state, very often, as far as regards mere school knowledge—school discipline.

11,525. Do the majority of girls come to you from other schools to complete their education, or do you have the complete education of the greater number of them?—The complete education of the greater number.

11,526. The whole of their school time is mostly spent with you?—Yes; we have many girls who have been with us 10 or 11 years. Still there is a strong feeling in the neighbourhood, especially among the lower class of parents, to send the girls to us later, to what is called "finish," but we have declined to receive them latterly, except on a considerably increased payment. We then make them work alone, apart from the other pupils as much as possible.

11,527. What do you think the general defects in the state of education of the daughters of the middle class in London?—I think in the first place there are scarcely any good schools; in the next place, there are very few good teachers; and in the third place, there is no motive offered to the girls for study, nor to their parents to keep them at school.

11,528. Do you mean that you would wish to see some more public standard of attainments for girls?—Yes.

11,529. By public examinations and certificates?—Yes. These would guarantee the school to the parents, and give to the girls themselves a motive for work.

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11,530. As to the condition of the instruction of the daughters of the middle classes in London, you have stated what you think are the defects in the machinery, but as to the result on their minds, what do you think are the chief points in which they are defective?—I think that such education as they get is almost entirely showy and superficial; a little music, a little singing, a little French, a little ornamental work, and nothing else, because many girls come to us who fancy they can speak French and play the piano, but have comparatively no knowledge of English or arithmetic.

11,531. Could they generally write English correctly?—Not the girls who came in at 12 or 13.

11,532. For their age they would not write, spell, or compose English well?—Not well.

11,533. With regard to the training of schoolmistresses, you have not considered whether you would have special establishments, schools, or colleges, for training schoolmistresses?—No; I only know of one place at the present moment where a governess of the middle class can get training, and that is at the Home and Colonial.

11,534. That has just been begun?—No; it has been going on for some years, but on a limited scale; they receive 14, and most of the girls educated in our school, who have been intended for governesses, have been trained also at the Home and Colonial after leaving us.

11,535. You mean that for the improvement of schoolmistresses, not only a better education for girls of that class is required, but some special training for the duties of a schoolmistress?—Yes. It seems to me that far too often, in fact mostly, a schoolmistress opens a school simply because she must make a living, and that she has no knowledge whatever of teaching.

14,536. How do they come to you as to the elements of religious knowledge; in what state of preparation?—Very deficient mostly.

14,537. Are they as deficient in that as any other branch of knowledge?—Quite.

14,538. Do you find any difference in that respect between those that come from home and those that come from other schools?—I am not able to answer that question; we have not noticed that.

14,539. (*Lord Taunton.*) Have they generally been taught their Catechism?—Generally, but without understanding it.

11,540. Have they been taught to say their prayers?—Yes; but upon the whole we are disposed to think that the girls we have had to do with would in that respect be behind the girls of the National schools, certainly the girls of Sunday schools.

11,541. (*Lord Lyttelton.*) What state of moral discipline do they come in; do they often come in a very untrained and uncontrolled state?—Yes, often; but we do not find any difficulty. The number of pupils is so large that public opinion regulates everything, and a troublesome girl very soon tones down.

11,542. With regard to the schools from which girls come to you; do you think better of them in respect of the general moral training than as to the intellectual instruction?—No, because I think in the very small schools the pupils have it their own way; it is so entirely a matter of necessity for the mistress to live that she is obliged to allow the children to do as they like, and the parents too.

11,543. On what particular points do you find the parents anxious who send their girls to you; to what do they chiefly desire that you should pay attention?—The parents we have had to deal with are always willing to take the routine as it stands; we have had singularly

little difficulty, and when the Cambridge examinations were established, which gave a great impulse to the study of English and arithmetic, the parents themselves were quite willing to accede to them.

11,544. Are the parents anxious on the subject of religious instruction?—Some are of course more so than others.

11,545. Generally they are willing to repose confidence in you?—[illegible] who come to us must take a certain amount of religious instruction, which is compulsory, but it does not necessarily exclude Dissenters.

11,546. The parents are willing to trust to the school managers as to the religious instruction?—That is our experience.

11,547. (*Dr. Storrar.*) From what sources do you usually draft your assistants?—We have tried to get them from those who have been educated in the school and subsequently trained in the Home and Colonial. By that means we have secured a certain amount of power of teaching.

11,548. Have you been able to get a sufficient supply from your own school?—Not always, on account of the difficulty of age. Of course the girls are too young at 20 or 21 to be entrusted with the charge and moral training of a large class.

11,549. Should we be right in presuming that you have a difficulty on that head?—Yes, a difficulty that we cannot meet at all by young women outside our own school, that is to say, we cannot get them educated enough. My belief is that we should do better with certificated mistresses, trained in the National schools, than with such mistresses as we can get.

11,550. The probability is, then, even the amount of difficulty you experience is less than the difficulty found elsewhere?—I should think it would be.

11,551. (*Lord Lyttelton.*) You are not allowed to have certificated mistresses?—No; Government will not allow it. It does occasionally happen that one can get a mistress who has been trained, but who has fallen short of the certificate, or who from change of circumstances has resigned a Government school.

11,552. Have you had many of those?—We have had several.

11,553. How have they done with you?—They generally do extremely well, in so far that they are able to govern the children and impart a good English education, but they are very deficient in accomplishments. In such cases we are obliged to supplement French and higher drawing by some other teacher.

11,554. (*Dr. Storrar.*) Still it must be a great advantage to you to find that you can rely on that class of instructresses for the fundamental education?—Yes. We find it answers extremely well with the young children, where accomplishments are not so necessary.

11,555. Do you believe that if some standard or series of standards of qualification in attainment were established that it would operate as an inducement to a number of young women to prepare themselves to meet those standards?—I think so.

11,556. And in that way two results would follow, that a stimulus would be given to education generally, and also that you and others like you would be able to find assistants competent for their work?—Yes; I think it would be the greatest possible advantage in education generally to have a standard, to have something to aim at, a fixed standard, and it would of course improve the teaching.

11,557. The probability is, that you might even desire that there should be more than one standard, that after a lady had passed one standard there might be a stimulus to induce her to go to a higher one?—Yes; I would most certainly advocate that.

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11,558. And that you would not limit such a kind of examination as would be required for such standards to those who were destined to become teachers, but you would extend it to all who chose to take it?—Yes, because the great difficulty in the middle classes is to know who is to become a teacher, so many are made teachers by reverses of fortune or death of parents.

11,559. So far as education is concerned you would not contemplate any different education for a teacher than you would contemplate for an ordinary well accomplished lady?—No; I should advocate a standard for education generally—raising education generally,—and then those who do become governesses afterwards would be benefited.

1,1560. It might perhaps be an advantage after a lady had attained that standard, and she desired to become a teacher, that her knowledge should be supplemented by some experience in the art of teaching?—Yes, if she is to become a teacher. I have found very frequently that we can have a mistress who has the knowledge, but who is deficient in the power of imparting that knowledge—consequently she fails entirely in a class.

11,561. To a large extent, that power of imparting knowledge is a gift, but what is your experience of the possibility of communicating that power by experience to a considerable extent?—I think that like every other gift it can be cultivated, and that where it may not exist to any great extent, still cultivation would improve it, and of course experience would add to it.

11,562. I think you said you had no very wide experience of the education of the children of your neighbourhood below the rank represented by your school, and above the rank represented by the National and British schools?—I have very little experience, of course, except in my own immediate work, but I am quite sure that schools are extensively wanted between the National schools and such schools as ours.

11,563. And that would not only apply to the north side of London, with which you are more familiar, but it is your general opinion as regards the country generally?—Everywhere, but especially in large towns.

11,564. (*Lord Lyttelton.*) Have you much personal acquaintance with any other parts of England except London?—Very little.

11,565. (*Dr. Storrar.*) I think in a former part of your evidence you referred to the possibility of giving a sound education to what you would call the lower section of the middle class for somewhere about three guineas a year?—Yes, I think it could be done.

11,566. If that were supposed to be somewhat low, it would be sufficient provided there was a building secured?—I think so, with 100 or 200 pupils.

11,567. Is it not a practical difficulty in the opening of a school, the inability of a private individual to find the capital to invest in suitable buildings and apparatus?—Yes, there can be no doubt about that, but it is not when the school is first opened that the building is wanted so much, it is a few years after the school has been opened that buildings are needed.

11,568. You mean that you might begin a school in a very small place?—Yes, I should recommend that in all cases, and then as the pupils increased, when it was found that the school supplied the wants of the neighbourhood, then to put the buildings there.

11,569. But supposing that in a neighbourhood of considerable population a schoolhouse and all the arrangements suitable were supplied, and a schoolmistress elected by competent persons, say trustees, do you think that she might be safely left to the results of her own teaching to

be remunerated, entirely to be dependent for remuneration on the fees of the pupils?—It would manifestly be to her interest to do her duty then.

11,570. Then the probability would be that an effective school would be instituted, and in the event of her retirement or death a competent person might be appointed to step in and take up the school where she left it off?—Yes.

11,571. (*Mr. Acland.*) I think you consider that the apathy of parents is one of the great difficulties you have to deal with, is it not?—We have not found it so of late years in our own case.

11,572. I mean, speaking generally, where the subject has not been so prominently brought under the attention of parents?—It may be so, because they do not see any results. In cases where a parent has small means, and has to choose between the education of his sons and daughters, it is clear more immediate results follow from educating the sons.

11,573. I think you hold a strong opinion as to the want of inducements to girls to carry on the improvement of their minds after they have left school. Will you explain your views on that subject fully?—I think the want of inducement is such as to make it almost impossible for girls to go on cultivating themselves when they leave school. They are not old enough and strong enough to work by themselves without any help or encouragement.

11,574. You think that the deficiency of inducement to girls applies not only to the time which they spend in school, but applies to the time after they have left school; would you state to the Commission any views which you have as to that, and then give the remedies?—I think a higher standard of examination than that of the local examinations is wanted, and that the exhibitions to the Ladies' Colleges might be founded. Also, if school education were better than it is, girls would have some real foundation to work upon. As it is now, their education is so bad that their minds have not been cultivated, and they have no desire for study.

11,575. You think they leave school without any taste for reading?—I think so.

11,576. Owing partly to their very bad education?—Yes.

11,577. And therefore that they are glad to be rid of it, as a thing which is unreal?—Yes; and they get no encouragement at home. They can read in a loose desultory way, but serious study is considered unnecessary and unsociable.

11,578. From the want of cultivation of their parents, in many cases?—I think so.

11,579. Do you think that the standard of a young woman's education is much depressed by mental qualities not being appreciated by persons of the other sex of their own age?—Yes; no doubt if young women were better educated it would re-act upon young men.

11,580. Do you think, in point of fact, that the want of appreciation of female cultivation by young men is due partly to their not expecting to find it, and thus to their trifling with young women, in a way which they would not if they had more respect for them?—Yes; and also to a want of education on their own part.

11,581 You think therefore that the improvement of female education is not only improvement for the young women themselves, but would have good effect on their brothers and young friends?—Most certainly. I have found in several cases, that girls have influenced their brothers at home to a very great extent. In a course of lessons given to us at

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the beginning of the year on Economics, the elements of Political Economy, a subject ridiculed by many persons, not only did the girls take up the study willingly, but the brothers, who laughed at them at first, afterwards took up the subject with them. We found some of the girls reading Mill's Political Economy at a very much more advanced stage than they had reached in the class they attended.

11,582. By whom were those lectures given?—By Dr. Hodgson, who has a very strong feeling on the necessity of such teaching. He offered a course to our girls, and there were 70 to 100 who attended; the average was 80.

11,583. In that subject he did not include domestic economy?—No.

11,584. What is your opinion about the importance of giving girls systematic instruction as to household management or what has been called "common things," or other matters of that sort?—I think that should be included in their education, most certainly.

11,585. You think it might be effectually taught in school?—The theoretical part. Of course a certain amount of the practical part must be carried out at home. It is done in all the lower schools where there are lessons on common things.

11,586. You think there is real knowledge apart from family experience which it might be advantageous to give in schools?—Yes.

11,587. Would that in some degree draw a line between men's and women's education; would not many details arise on subjects of that kind which would be entirely different for women as compared with men?—Yes, I should think there would; but I should recommend that a course of training of that kind came in a later stage of a girl's education.

11,588. What inducement would you give to the girls to pay attention to and study these subjects; should you rely on the importance of the subject commending itself to their minds, or should you think it necessary to add to that by any other inducement?—No; I think if their previous education had been good they would be ready to receive any kind of teaching. For instance, we did not find the slightest difficulty with the girls on this question of Political Economy. We found that they were capable of appreciating it from their previous education, and they wanted no motive to attend, simply the pleasure of listening.

11,589. You have had considerable experience, as far as the time admits, of the Cambridge examination, have you not?—We sent in 25 candidates.

11,590. Will you be so good as to state what was the effect on the girls of the preparation for that examination, and the result of the examination?—Do you mean the mental strain?

11,591. Generally, good or bad?—Decidedly good.

11,592. You did not find the mental strain too great?—Not at all.

11,593. You did not find their minds dispersed by too many subjects?—No.

11,594. Nor any undue excitement produced?—None, of any kind whatever.

11,595. Have you ever communicated with the ladies who preside over Whitelands, or any of the training schools for girls?—I have never been in communication with any of the training institutions except the Home and Colonial.

11,596. You have never visited them?—No.

11,597. Have you never heard that the examinations conducted under the authority of the Privy Council are in fact very injurious to girls by overstraining their minds, and injurious also to their health?—I have

heard so, but I am quite sure that it does not hold good if the girls are not overworked. In the school with which I have to deal the girls are accustomed to examination as a matter of course. The Cambridge examination was simply an examination held at a different place, and with a higher standard, because the standard was external to ourselves, and was something to aim at.

11,598. You have no fear of vanity or of the effect of publicity?—Not in the smallest degree. I am quite sure it does not affect them at all.

11,599. Do you object to the names of the young ladies being published; or do you think it desirable to conceal them?—I do not see any reason why they should not be published.

11,600. Passing from the Oxford and Cambridge examinations to that of London, what is your opinion as to the suitableness of the examination of the University of London as a higher test later in life?—At present it seems to be the only thing at all attainable.

11,601. Are you so well satisfied with it as not to wish for any other if you could have that made open to you?—I can scarcely answer that question. I think that perhaps matriculation might, two or three years hence, be obtainable by girls who had passed the Cambridge examination.

11,602. The drift of my question is this: I understand that you feel that over and above examinations for girls not exceeding 18 that one of the great evils which we have to contend with is the want of some inducement to carry on the study afterwards, and that you would desire examinations later in life for that purpose. Then my question is, do you think that the examinations of the University of London, if opened to girls, would give you all that you wish, or do you think that some better scheme than that might be established?—It is possible that some better scheme might be established, but in the meantime it would be decidedly beneficial to aim at that.

11,603. Should you be favourable to the establishment by Government, for instance, of examinations in the higher subjects open to girls up to 25, or should you rather leave it in the hands of the Universities, or of any other, and if so what kind of society?—I am inclined to think it would be better in the hands of the Universities.

11,604. Do I understand that you would like to see Oxford, Cambridge and London, all open examinations to girls after 18?—Yes; of course you are aware that Oxford is not yet open to girls under 18.

11,605. You have not given up all hope of getting the Oxford examination open?—No, I think we may get it in time.

11,606. You have had great experience in teaching, and you are of course aware that great attention has been paid for the last 25 years to improvements in the method of teaching, especially in teaching elementary subjects. Would you like to favour the Commission with any opinion of your own as to the best methods of teaching, especially young children, such subjects as reading or grammar or arithmetic, or any other subject which you think calls for improvement, either as regards the text books or any other deficiency?—So far as regards young children, and my own experience, I do not think there is any better teaching than is given by the Government trained mistresses, and that if we can secure one of those mistresses she is perfectly capable of making the teaching interesting, discarding text books almost entirely, and making the teaching oral.

11,607. You attach great importance then to getting rid of the habit of merely learning bits of books by heart?—Yes.

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11,608. Would you favour the Commission with your views on that subject?—All our teaching for years past has been almost entirely oral, that is to say, we do not use text books and do not set lessons to be learnt, except in facts, such as geographical names, which must be committed to memory.

11,609. Do you mean that you give what are called gallery lessons and then call upon the children to reproduce them; or do you mean that you take a book and require the girls to master it and catechise them upon it?—In the lower classes we require the teachers to draw up sketches of their lessons, as they would have to do in the National schools, to make the lesson oral, and to reproduce the teaching from the children by rapid questions, of course combining with these a certain amount of home lessons. The teaching of the more advanced pupils necessarily involves books. In languages and literature, for instance, there must be books to be read, but as a rule we entirely discard lessons from mere text books.

11,610. You are no doubt very familiar with the ordinary grammars which pass current in booksellers' shops, what are called the "trade" books; what is your opinion of them?—I do not think that anything can be worse. We have for many years back used Morell's grammar, but we find the girls who come to us have never heard of it. They have been accustomed to learn grammar by a few passages from Murray; and we really have to teach girls of 16 the elements of grammar.

11,611. You think the old-fashioned grammars current in private schools thoroughly bad?—Quite so; unmistakeably.

11,612. Is it not the fact, as far as your observation goes, that the most thoroughly exploded kind of books, exploded in the judgment of persons who have really given their minds to the art of teaching, are almost exclusively used in the ordinary private schools, as far as you know?—Yes, simply because the teachers know no others; these were the books used when they were children themselves.

11,613. And you think one of the great evils to be contended with is the total want of knowledge how to teach or what books to use amongst teachers?—Yes.

11,614. How would you propose to remedy that?—By giving the teachers themselves a better education, and an opportunity of being trained.

11,615. Do you think it would be safe to rely on raising the general standard of their knowledge and acquirements, or do you think it desirable to give them special opportunities for learning the art of teaching?—Both are desirable. I think general education should be raised, and that a woman whose career would lead her into that of teaching should have an opportunity of special training in the art of teaching.

11,616. (*Dr. Storrar.*) Is there anything done in the school to cultivate and call out the powers of memory in an independent way, such as committing poetry or prose composition to heart?—Yes; I think it is essential that the memory should be cultivated, but that the understanding should be cultivated with it, and that therefore a child should not have a passage of a book to learn by heart which it does not understand. The plan we have always adopted has been to give the lesson first and then require it to be reproduced either in writing or from memory. A passage of poetry is analyzed and a rapid lesson given on it and its history, and then we expect the children to learn it.

11,617. If I understand rightly you would not subject your pupils to anything like learning by rote, you would secure that whatever they committed to memory they should commit intelligently?—Yes.

11,618. But that at the same time you do think it of importance to practise the powers of memory, and you do so in your school?—Yes, certainly.

11,619. (*Mr. Acland.*) The subject of poetry has been mentioned. Will you state your opinion as to the capability of English literature, specially poetry, being used as an instrument of mental training; do you think it is sufficiently definite to answer the purpose?—Yes, I think it can be made to answer almost any purpose in the earlier stages. There are ballads and poems which are valuable for history, and young children remember generally more clearly that which is communicated to them in verse.

11,620. For those children who would not have time to acquire either Latin or modern languages, you would still think it quite possible to give them a great deal of mental training through the means of English poetry?—Yes; we can teach them grammar and composition as well as the actual fact which the poem illustrates. As we have always had a modern language taught side by side with English, we have not depended so much on the study of English authors.

11,621. Is there any other point connected with the subjects of your recent answers on which you would like to speak?—I feel very strongly about that kind of teaching which is called oral lectures. I have been asked questions in the printed papers I received as to the value in teaching of oral lectures not catechetical, and the conclusion I have come to from experience is that they are of very little value in any stage of education. Oral lectures do not arrest the children's minds unless accompanied by rapid questions.

11,622. When you spoke just now of oral teaching, I understood you to mean that which I have also heard from a very eminent public schoolmaster, that all grammar should be, so to speak, vivified by the constant questioning of the master, with a view to enable the boy to apply the simplest elements of grammar to easy sentences from the very commencement in language?—Yes.

11,623. (*Lord Lyttelton.*) Do you attend to callisthenics?—Yes.

11,624. Is that compulsory?—Yes, it is compulsory amongst the elder girls, and has been made so recently. We felt most strongly that the girls had so much mental work, together with music and drawing, and so very little bodily exercise, that we made it compulsory on all the elder girls to attend a callisthenic class four times a week.

11,625. How much each time?—A maximum of half an hour.

11,626. When you say the elder girls, at what age?—Girls above 12; under 12, we generally find that they are willing to play in the playground.

11,627. You attach great importance to that?—Yes; I think it is essential in every girl's education that she should have some physical training.

11,628. (*Lord Taunton.*) Do you enforce this on your day scholars as well as boarders?—The boarders form so small a proportion that what I say always applies to the day pupils.

11,629. (*Dr. Storrar.*) I observe that physical geography is down in your prospectus as taught by Mr. Tegetmeier. What range does the physical geography take; does it at all branch off into natural history, geology, or principles of natural science at all?—Yes; we have complete courses of teaching in natural science; it appears in one part of the circular, under the head of Popular Lectures.

11,630. (*Lord Lyttelton.*) Does it count in the school work?—Yes; we have a complete course laid down.

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11,631. (*Dr Storrar.*) Will you be so kind as to give us an idea of the course?—The course includes the properties of matter, the laws of motion, the mechanical powers, simple chemistry and electricity, with the outlines of geology, botany, natural history, and astronomy.

11,632. Are these lectures, or are they catechetical lessons?—Catechetical lessons.

11,633. In such subjects as chemistry are the doctrines taught?—I think that these lectures should perhaps be called "popular."

11,634. Are they illustrated by experiments?—Everything is illustrated by experiment or diagrams, as far as possible.

11,635. With regard to botany, how is that done; is it done by fresh specimens, or do you trust entirely to diagrams?—No; we try to induce the pupils to collect specimens of their own. Botany has recently received very much more close attention, because it is a subject which would tell in the Cambridge examination. In teaching it we make use of dried specimens, diagrams, and such specimens as the children can bring.

11,636. The knowledge of botany, therefore, goes a little beyond the mere popular knowledge; it really goes probably a little into the physiology of plants?—Yes.

11,637. And into their structure and classification?—Yes.

11,638. At least the main principles?—Yes. We take up as much as is demanded by the Cambridge examination for a pass, and consequently our botanical lessons are made to suit that. The course of natural science to which I have alluded extends over three years, so that a girl who has been three years amongst the upper pupils has gone through it. Each pupil's knowledge is tested at the end of the term by examination.

11,639. What value do you attach to instruction of this kind in its effect in calling out the intellectual powers of girls apart from the mere effect of instruction in interesting knowledge?—I am afraid that with us they have been made too much perhaps the means of interesting knowledge rather than of mental training. We have depended more upon other studies for mental training.

11,640. Have you turned your attention enough to those studies to form an opinion as to whether they might be useful for mental discipline if they were turned to account with that view?—Yes, I think they might, most certainly.

11,641. Not in substitution of other things, but in addition to them?—In addition to them.

11,642. (*Mr. Acland.*) Would you be kind enough to explain your method of teaching music, to point out how far you make music a mental training, as well as a means of acquiring the art of either playing or singing?—We insist that every child who learns music should also learn harmony, the elements even from the very beginning.

11,643. Will you explain on whose method you teach music, whether you adopt Mr. Hullah's or any other particular system?—On the whole Mr. Hullah's system is used. The girls are taught vocal music and harmony on Mr. Hullah's system, but the instrumental music is taught by four different teachers, and in that case each follows his own course.

11,644. Do you consider the teaching of the laws of harmony or thorough bass a useful mental discipline for girls where they are unable to follow mathematics, or any equally accurate subject?—Yes, I think it is a very useful discipline.

11,645. You can speak of that really from experience as having produced a good effect on girls' minds ?—I think so.

11,646. Is it not one of the great defects of our modern system of musical teaching that girls really pay very much less attention than their grandmothers did to solid music and the laws of harmony ?—I find girls are hardly ever taught the laws of harmony; they are mainly taught to play without understanding it in the slightest degree.

11,647. You think that a great misfortune ?—Certainly, I think they play very much better when they understand the construction of the passage which they are playing, and they take more interest in it also.

11,648. Do you find that that subject, when intelligently taught, is disagreeable or interesting to the pupils ?—Interesting, and they are all willing to learn.

11,649. (*Lord Lyttelton.*) How far are you able to carry the teaching of French ? Can you cultivate French conversation ?—We attempt to do so. I hope our French teaching goes very high. Girls who come in and remain some years may learn French thoroughly.

11,650. Are you able to teach pronunciation ?—We have a French governess, a Parisian.

11,651. When they leave you how many are able to pronounce fairly well, so as to read a French book aloud ?—A large proportion amongst the elder girls can converse moderately well, I believe.

11,652. Can they write a French letter ?—Yes ; they would write French and translate and read at sight anything, and probably translate into French again.

11,653. (*Lord Taunton.*) Do you allow any option in the choice of subjects to girls and their parents, or is the same course of education insisted upon for all ?—We allow no option except in the case of a girl whose health is bad ; then we take it into our own hands to give her special exemptions.

11,654. (*Lord Lyttelton.*) How many teachers have you ?—We have 11 governesses in daily work and 19 assistants, making a total of 30.

11,655. For how many pupils ?—200 pupils.

11,656. (*Lord Taunton.*) Are there any other observations which you wish to make to the Commission ?—I should like to say that, in addition to the lectures alluded to just now, latterly we have found the girls most willing to attend a course of lessons on the structure of the human body, with applications to health. They have thrown themselves into it with the greatest possible interest, and even those preparing for the Cambridge examination look upon these lessons as a recreation.

11,657. (*Mr. Acland.*) What books, if any, do you use ?—This teaching is entirely oral.

11,658. By whom ?—By Dr. Hodgson. He objects to text books till the teaching is over.

11,659. Are there any books on that subject which you think well suited for girls ?—There is a book by Mr. Lovett which Dr. Hodgson brought me, but I cannot speak from my own judgment.

Adjourned.

Tuesday, 12th December 1865.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART.
THOMAS DYKE ACLAND, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

H.S.Thompson, Esq.

12th Dec. 1865.

HARRY STEPHEN THOMPSON, Esq., called in and examined.

11,660. (*Lord Taunton.*) I believe you have for many years devoted a great deal of attention to the subject of education, especially to the education of the middle classes?—Yes, as a private person.

11,661. I think you have been much connected with the Royal Agricultural Society?—Yes, I have been a member of the Council from the time when the Society was first established. After Mr. Pusey's death I was editor of the journal for some years, and I am still chairman of the committee which manages that journal.

11,662. I believe you have particularly attended to the education of the sons of farmers and young men destined to pursue agricultural occupations?—I took an active part in the attempt to get up the York Yeoman School for the sake of supplying what we saw to be a great want, and have traced it through its existence and ultimate failure.

11,663. What general opinion have you formed of the state of education of boys of the middle classes in this country at present?—I think that the children of the middle classes are worse educated now than the children of any other classes in the country.

11,664. Is that observation especially directed to what may be called the lower division of the middle classes, those who are above the class that send their children to national schools, but are not comprised in the class that send their children to classical and grammar schools?—I refer to the lower division of the middle class. The upper division are generally in a position to pay a high rate to secure a good education, and some of the lower middle class are able to send their children to the elementary schools in the villages, but a large portion of the agricultural middle class are too far from the villages for their children to attend day schools. They are unable to pay a high rate, and consequently many of the young farmers scarcely get any schooling at all.

11,665. There is a great difference of course in income and situation among the farming class?—Very great indeed; the difference between a man who has 100,000*l.* of capital and a man who would not have 100*l.* in the world if all his liabilities were paid.

11,666. Taking the small farmers generally as a class, I presume from what you have said, you consider them very inadequately supplied with the means of education for their children at a reasonable cost?—Very badly supplied, and unfortunately not sufficiently aware of their great want in consequence of their isolation. They are obliged, from the nature of their pursuits, to be more among animals than among their fellow men, and their long and fatiguing employment in the open air almost incapacitates them for reading in the evenings, even if their own education had been such as to enable them to read with interest and advantage.

11,667. Do you believe it would be possible adequately to supply the wants of that class by the means of boarding schools, or do you think it would be necessary to bring day schools within their reach if it is hoped that a sufficient education would generally be given to their children ?—I think that a considerable number would avail themselves of boarding schools if you could keep the cost of the boarding schools ow enough. Tenant farmers have from time to time asked me if I could recommend them any school where their children might receive a good education. I have frequently been asked that question.

11,668. What is the sum which you would mention as the maximum annual cost which you think that class would be willing and able to pay for the education of their children at boarding schools ?—When we established the York Yeoman School we took great pains to ascertain what farmers would be likely to pay for their sons, and we came to the conclusion that 22*l.* was as much as they could and would pay as a class ; I refer to the smaller farmers. When they send their sons to boarding schools, from 20*l.* to 24*l.* or 25*l.*, is what they pay, and then perhaps only for two or three half years.

11,669. Do you think it would be possible if schools could be established upon a considerable scale to make them self-supporting at those payments ?—I certainly do not.

11,670. What do you think must be the payment asked for each boy to render a school of that kind self-supporting, supposing a good substantial education to be given ?—With 100 boys, I think, 30*l.* a year would make it self-supporting.

11,671. Do you include the cost of buildings in that, or when you speak of 30*l.* a year, do you suppose that the school has a start given it by buildings being found ?—I was supposing that the buildings were found.

11,672. You have stated, I think, that there was a school which you had a great deal to do with, established at York, for the special purpose of educating boys in that condition of life, and that it did not succeed ?—Yes.

11,673. Will you have the kindness to state to us the reasons which, in your opinion, prevented that school from succeeding?—One principal reason was that we under-estimated the cost of a good education. We found out as well as we could what the farmers were in the habit of paying and what they were likely to pay, and we fixed our rate accordingly. We bought the site and made the buildings by means of private subscriptions, and having done that, we fixed the payment at 22*l.* a year. Notwithstanding some educational advantages, which we had from connexion with the training college which was closely adjoining, we got into debt, with the most economical management possible. I took great personal interest in it, and for a considerable number of years attended, I believe, every meeting of the committee.

11,674. What number of boys attended that school ?—They averaged from 50 to 70.

11,675. (*Mr. Acland.*) Will you be kind enough to explain the nature of its connexion with the training school ?—The principal of the training college was also the head master of the Yeoman school, so far as superintendence and the fixing of the hours and studies and all general arrangements were concerned. There was a special master for the instruction of the Yeoman school, and the young training masters also taught the scholars of the training school to a certain extent. One cause of its failure was its connexion with the training school, and the supposed very high church teaching of the training college which made

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it unpopular among the farmers, who in consequence did not send their sons in any number even at that low rate, but the education being a cheap and good education, was appreciated by the middle classes generally, and it was taken advantage of by boys from other professions and callings.

11,676. (*Lord Taunton.*) Not much from the farmers?—The majority were not farmers' sons, and as it therefore did not answer our end either financially or by educating young farmers, we took an opportunity which offered of amalgamating it with the Holgate school, which is one of the old endowed grammar schools at York, and we made an efficient middle-class school out of the two.

11,677. Do the farmers' sons resort to this amalgamated school?—Knowing that I was going to give evidence here, I have procured a list of the occupations of the parents of a certain number of boys in that school, thinking that it would be interesting as giving an answer to the question "Who are the middle-class?" and also for another reason which has reference to the Holgate school with which the York Yeoman school was amalgamated. We got a new charter by which we did another good thing at the same time, which was to rescue the endowments of the old Holgate school, which had been mismanaged, restored to a great extent the income of that school, and made them a present of our buildings and our debt, the buildings and land being worth fully 5,000*l.*, and the debt upon it only 1,000*l.* These are the occupations of the parents of 20 of the day scholars, taken in the order in which they stand in the school books; surgeon, Unitarian minister, cab proprietor, pianoforte maker, ditto, spirit merchant, railway clerk, plumber, widow, innkeeper, widow, innkeeper, currier, plumber, currier, attorney, painter, widow, innkeeper, and surgeon. Those are the parents of 20 boys taken from this school. They are all day scholars. It is in York, and therefore of course they are all resident in York or the suburbs. I have also a list of 20 of the boarders, and the residences of those boarders bear upon another point, which is that at the present day, with the facilities of travelling afforded by railways, it really matters very little where the boarding school is placed, provided that it is in a good situation and that the education is good. This is a school of no particular notoriety, which has about 90 boys in it. It has not been very long remodelled, so that it has no particular *prestige;* still here are the residences of the boys, which I must say surprised me, as, I think, they will you. One comes from Darlington, the 2d from a farm near Darlington, the 3d from the village of Bubwith, the 4th from Nottingham, the 5th from Birmingham, the 6th from Bubwith, the 7th from Windermere the 8th from Seaton Carew on the Teesmouth, the 9th from Driffield, the 10th from Hull, the 11th from Hutton Vicarage, York, the 12th from Middlesborough, the 13th from Driffield, the 14th from Huddersfield, the 15th from Newbold, a village on the wolds, the 16th from Doncaster, the 17th from Seaham, near Sunderland, the 18th from Liverpool, the 19th from Cape Lagos, Africa, and the 20th from the same. Now, I think, that is as good a variety of district to draw from as you can well have for a school of no very great name.

11,678. To all appearance that school is not very much resorted to by the sons of farmers?—Very little indeed. I think there would not be more than about four or five farmers' sons in the whole 20.

11,679. What is the expense to a boarder, for education at this school?—28*l.*

11,680. Do you think that that amount of payment repels the boys of the agricultural class?—I think that it is quite as much as they

can pay, and that many of them would not pay that amount unless the school was rather demonstrative, which is I believe required for the agricultural classes,—they would prefer a school, amongst the managers of which they should see known names, their own landlord, perhaps, or some neighbouring gentlemen of high position in the county,—a school which would be before the public and have a county name; if that were so, and they were satisfied that that was *the* school of the neighbourhood, I think they would strain a point to give a little more; but the York. Holgate school is in a town, which prevents its being attractive to a farmer.

11,681. Will you have the kindness to state to us any course which in your opinion it would be practicable and proper to adopt in order to supply that want of the means of education for the middle classes which you state in your opinion exists especially with reference to the agricultural classes and the lower division of the middle class?—I certainly think that a great many of the endowments which are now not fulfilling the purposes for which they were intended might be properly and usefully concentrated into larger schools, which, at the present day, would be equally available to the particular districts where those endowments were formerly placed, as in old times they were in their respective localities, and that, being concentrated, you would get much more efficient establishments, and have more check from the public eye being upon them. I believe that the public would contribute towards the cost of the sites and the requisite buildings. I made a small endeavour of that kind last autumn, and the few friends that assembled in my own house, with some additional supporters obtained without any public appeal, promised 2,000*l*. I believe we should have succeeded in getting enough to commence a school of the kind I am mentioning if it had not been for the formation of this Commission. Several of our friends felt that it would be better to wait for the report of this Commission before taking an active step in the matter.

11,682. As I understand it, you think it would be desirable to amalgamate these various endowments for educational purposes which are now scattered throughout the country into a few considerable centres?—I do.

11,683. With regard to the small local endowments would you entirely disconnect them from the localities where they now are or would you turn them into exhibitions or scholarships or something of that sort, so as still to leave them in some degree available for the benefit of the locality, or would you sweep them altogether to these centres?—Where an endowment has been specially intended for the education of the poor in a particular place, if there is a good elementary school there now, they are provided for; but if there is not I would, in the first instance, make a payment in aid of such a school in that particular place and divert the remainder of the endowment to one of the efficient new schools.

11,684. I presume the action of the Legislature would be necessary to carry into effect such a scheme as you suggest?—Certainly; if it were not done by Act of Parliament you would have much trouble with the trustees; in fact, it would be impossible to do it.

11,685. Have you at all considered under what system of control, local or otherwise, such a system of schools as you have recommended would best be placed?—I trust to Government inspection; that is my remedy for preventing the evils which have hitherto occurred. I know many instances of small endowments which have lapsed for want of proper looking after. I could quote the case of a school where the

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best part of the estate has been alienated altogether by mismanagement and the remainder is only worth 100*l.* a year; and that is taken by the schoolmaster, who has absolutely left the house and lives in one out of the town, where he keeps a private school, leaving the school-house and the free scholars to look after themselves; that is to say, there are none.

11,686. You contemplate a system of Government supervision and inspection, but would you provide no local body to manage these schools or would you leave it altogether to be done by Government authority?—No; certainly by local managers.

11,687. Are you able to state in what manner you would propose that that local management should be composed?—I should suggest that where you could get donations and subscriptions from individuals, the subscribers should themselves choose a committee of management, and that upon that committee there should be a certain number of *ex officio* members who were named by the Government when they endowed the school with a portion of the funds of other schools which have been moved.

11,688. Then you propose to call private subscriptions in aid of this general fund derived from the local endowments?—Yes; in order to make the buildings; otherwise that in most cases would be a great difficulty.

11,689. Still I think you stated that you wish to vest the management of these schools, thus established from the endowments now scattered within a district, under the control of some local body, with a general government power of inspection and control over them?—Yes; my idea is that the property must be vested in trustees, and that those trustees would properly be persons holding certain high offices, which would give them a *status*, and would always provide successors, and that those should be members of the committee of management, but always a minority of the committee of management, the subscribers appointing the majority.

11,690. What is the area of the district which you would think convenient to comprise such a system? would you take counties, or what division would you take?—I am not prepared to make a suggestion of that kind. I think counties would be too large; you might well have several in a large county.

11,691. You are perhaps particularly alluding to Yorkshire?—Perhaps so, as I am best acquainted with Yorkshire.

11,692. Do you think, generally speaking, that a county would be a reasonable area for the establishment of a system of schools such as you have described?—I should not like to see one invariable model adopted. I think in some districts, which are more populous than others, you would want more schools, and you would be more likely to have endowments, which would enable you perhaps to make two or three schools, whilst in other districts of equal size you would have to be content with one.

11,693. Do you think it would be reasonable and right to retain the endowments that now exist in a district for the purposes of that district, or would you fuse them altogether and apply them either all over England, or over a much larger area than you propose to give to those districts?—I think as a rule it is desirable to move the endowments as little as you can help, but if you had more than you could properly use in one district, I should certainly take part of it for an adjoining one which was in want.

11,694. How would you deal with existing buildings, would you take a power of selling them?—Of selling them, certainly. Many of them are quite useless for modern school purposes.

11,695. I believe you have stated an opinion, that if a good system was established there would be found a willingness on the part of men of property to subscribe largely, in order to supplement whatever might be wanting in the funds of these endowed schools, in order to give good education to the middle classes?—I think there would be a disposition to come forward for that purpose, and further, that after the schools were established, if they were successful, funds would be attracted for the purpose of founding exhibitions and scholarships. *H. S. Thompson, Esq.* 12th Dec. 1865.

11,696. You have stated that you think a general supervision and control should be given to Government over all those schools. Do you think it would be better vested with the Government than with the trustees, or with some other public body?—I certainly prefer Government supervision because it would be fixed, and the Government would be responsible to the public, and open to question in Parliament. In fact all the information which they possess is available to the public if it is really wanted, whereas any other kind of inspection would be simply a private arrangement between managers of schools and the inspectors they might happen to call in. If the managers were not doing their duty, in all probability the inspection would not be very efficient, and no one would have any right to interfere, to know what the results of the examinations were except those connected with the school. From the very fact of their being inefficient they would not be likely to court publicity.

11,697. With regard to schools which farmers' sons resort to, are you of opinion that it is desirable to teach farming or not?—Certainly not. I speak very strongly, because I have for some years paid particular attention to this point, and was very anxious to carry it out when I was younger and more sanguine. The York Yeoman school was got up with the special view of having a model farm attached to it. Our first point was of course to get a good school, and when we had got that, we found that our expenses already were such, that we were not in a position to provide a model farm; we were obliged to wait. In course of time we found that instead of getting into better funds we had a certain amount of debt to provide for. In the meanwhile the experiment was being tried at Cirencester, and broke down there, which prevented our trying the same thing again.

11,698. I think you have stated that the Yeoman's school at York broke down partly on account of the religious difficulty that arose. Do you think that there would be any danger of that in a school such as you have described, if that were under Government control in any manner, and became the subject of Parliamentary discussion?—The Yeoman's school failed for the purposes for which we intended it, as a place for educating young men intending to be farmers, no doubt in consequence of its connexion with the Training College to some extent; but that did not keep out the sons of other parents of the middle classes. Those who lived in York or in the neighbourhood, and who had better opportunities of knowing, did not object to send their sons there; the farmers being at a distance, and not hearing much about it, believed that there was more in the objection than there really was; but I do not myself anticipate that there would be any religious difficulty if the committee of management contained men of different opinions, and was not confined to any particular religious body. Certainly, if the committee of management consisted of none but church dignitaries, it would prejudice the case very much, and make the religious difficulty a very serious one; but if it contained men of various opinions, laymen as well as ecclesiastics; and particularly if there were a judicious master, I do not think there would be any difficulty at all.

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11,699. You think that by discretion all difficulty of that sort might be avoided?—Yes. One of the boys in the Holgate school is the son of a Unitarian minister, though the head master is a beneficed clergyman of the Church of England, doing duty regularly. I know that the sons of dissenters have frequently been there, and I have no doubt are there now.

11,700. (*Lord Lyttelton.*) The difficulty connected with religion at this school had nothing to do with the constitution of the school; but was in the management of it, in the character of the master?—From its close connexion with the Training College; that was what created a prejudice.

11,701. There was nothing in the constitution of it to put the children of dissenters at a disadvantage?—Nothing whatever.

11,702. (*Mr. Acland.*) Was not that at a time when there was a great deal of controversy going on between the Church and the Government, which has since that been very much allayed?—Yes. There were many very difficult questions at that time being discussed.

11,703. (*Lord Lyttelton.*) You think that where endowments exist in a rural district, and where there is a good elementary school, part of the endowments might be applied to the support of that elementary school?—Where the trust deed or will of the founder says that poor scholars shall be taught free in that particular place, then I think that a subscription to the elementary school would be a very proper appropriation of a portion of the funds.

11,704. Do you mean with a view to the children of farmers and tradesmen being educated in the same school with the children of the labouring class?—A good elementary school always contains a few children of the smaller farmers.

11,705. You think there would be no difficulty in the joint education of the lower middle class and the labouring class?—I will not say there is *no* difficulty; but still, if that is the only school available, they get over it.

11,706. As to this payment of 22*l.*, which you consider about as much as the farmers generally could pay, how many weeks in the year of attendance at school would that meet?—I have not particularly turned my attention to that. I believe generally about 40 weeks.

11,707. Would that include every expense which they would have to pay?—I think that, in order to send their sons to a county school such as I have already described, many would pay more. In the Holgate School it is 28*l.* per annum. There are a certain number of farmers' sons there, and I have known farmers' sons pay as much as 70*l.* a year, but those are rare exceptions. There are a good many who would pay 30*l.* I believe few of the smaller farmers would be able to pay as much.

11,708. Whatever they paid would include the whole course of instruction at the school?—Certainly; no extras.

11,709. Is Latin taught at Holgate School?—Yes.

11,710. Do you conceive that it is important to teach the elements of Latin to the children of farmers?—I do.

11,711. For the same general reasons for which it is desirable to teach it to the upper class?—Yes, as connected with a proper study of the English language.

11,712. You would have an inspection of endowed schools?—Yes.

11,713. Under the authority of the Government?—Yes.

11,714. The inspection of endowed schools should be compulsory?—That is my opinion.

11,715. Should it be an annual inspection of every endowed school? —I think so; annual inspection and examination.

11,716. (*Lord Stanley.*) Do you carry it so far as this, that if a school has a very small endowment, say of 5*l.* or 10*l.* a year, it should be liable to inspection and examination, although it might have a very large revenue derived from sources altogether independent of the endowment?—I would abolish all those small endowments as separate establishments, unless it were made as a payment to an elementary school. It would be a very small addition to the work of Government inspectors. The number of these new schools would be very small; if you make them large schools, as I particularly advocate, the number of course would be small.

11,717. (*Lord Lyttelton.*) You propose to apply the system of inspection to the existing endowed schools?—I do.

11,718. Would they be inspectors appointed by the Government, gentlemen of the same class as the present inspectors of schools for the lower classes?—I should be quite willing to leave that to the Government, subject to Parliamentary question.

11,719. With regard to the publicity to be given to the results of this inspection, how far would you carry that?—The results of the inspection would be recorded, and probably a summary published; and the detail would be available in case of any question arising.

11,720. Would you communicate the details of the result of the inspection of each school to the managers of that school?—I think they ought to have it.

11,721. In the case of endowed schools, the Government inspection would be very nearly the same as it is now in the lower schools?—Yes.

11,722. (*Sir S. Northcote.*) With regard to the Holgate School, to what age do boys usually remain there?—To about 15.

11,723. Do they usually go into business directly after leaving school or do they go to other places of education?—Very few go on to other places, but some do.

11,724. I want rather to get at the bottom of this question about the consolidation of endowments. Do you mean to say that in the case of a parish which had a special endowment but which is well provided with an elementary school, so that there would be no occasion for any education to the poor out of the endowment, you would sweep away that endowment altogether, consolidating it with endowments in the same district, and give no advantage whatever to boys coming from the parish to which the endowment originally belonged?—I would. I look at it in this light: the founders intended to give a good education to a certain number of young men of slender means who could not otherwise obtain a good education, giving that education specially to those parishes in which they were particularly interested. The poor of those parishes are now provided for by the elementary schools, which then did not exist. If there are not good elementary schools in those parishes then I think it should be a primary object to assist them, but when that is done we have to look at what the further intentions of the founder were. It was to give an efficient education to the sons of the lower middle classes; now that efficient education is not given by the present schools. Many provisions of the founders are grossly neglected and departed from. In the Holgate School which I was speaking of I have an extract from the trust deed. It was founded by Robert Holgate, Archbishop of York, in 1548. It was to teach grammar and other knowledge and godly learning freely without taking any stipend or exaction of the scholars; and Archbishop Holgate ordained that the masters should be versed in the Hebrew, Greek,

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and Latin tongues, and that he should teach and inform the same to the scholars apt for the same according to his discretion. Now Hebrew has never been taught in the school, and I believe there have never been free scholars. In two out of the three schools founded by him you may say that practically the provisions of the trust deed are obsolete. In the case I have mentioned the master does not live in the house and there are no free scholars taken. In another case there is a very rich foundation indeed; the masters' house and land, when I reported on by the Charity Commissioners were let at 72*l.* per annum. They had a rectory comprising two houses and 160 acres of land, and a tithe rent-charge of 62*l.* with the right of presentation of course to the rectory; another farm of 42 acres, another of 32 acres, and if properly looked into the property of that school is very large. But the whole result of this magnificent endowment was that there were no free scholars, and a few boys were taught by the second master who received a small stipend from the head master for teaching this school. There were some boarders, but the whole thing was in a thoroughly inefficient state.

11,725. (*Lord Taunton.*) The nominal head master takes no part in the education at all?—I do not quite say that, because there were some boarders. I have not lately heard the exact state of that school, but clearly those large estates produce very little effect; so that this question arises, which do you hold most sacred, the intentions of the founder, or the machinery by which he sought to carry them out, which has entirely broken down, and does not produce the result which he wished?

11,726. (*Sir S. Northcote.*) Taking the intentions of the founder as our guide, I want to know which would be considered the nearest approximation to the intentions of such a founder as you have just been describing;—to take an endowment which was intended to provide absolutely gratuitous education in Hebrew, Greek, and Latin for poor scholars, and apply that to the education of children of the poor paying a penny or twopence a week, in reading, writing, and arithmetic, or to apply it in giving exhibitions to boys in moderate circumstances in Hebrew, Greek, and Latin, or other branches of a liberal education at some neighbouring school or some central school at which such instruction could be given better and more economically than in a small district school;—the object of the founder in most cases was to give what he conceived to be a good education, and if our ideas now differ from his as to what constitutes a good education was, I think we should best carry out his real intentions by giving a good education as we consider it in the present day, rather than what he then considered a good education.

11,727. But to give a good education to what class of persons?—To the middle classes generally, because by doing it here and there in many places we may hope to give to the whole of the middle class a good education, and thus supply the wants of those in any particular locality.

11,728. What I want rather to come at is this, whether there is not an inconsistency in your suggestion that in cases where the poor,—the class below the middle class,—are not provided for, some portion of this endowment which was intended by your hypothesis for the middle classes should be confiscated for the use of the poor, whereas in no case is any special advantage to be given to the children of the middle classes belonging to the locality in which the donors first had a particular interest?—I think not. When in my last answer I said that the endowments were originally intended for the middle classes, I

made no mention of the poor, only because I considered that that portion of the question had been dealt with in previous answers. It is clear that many of the founders of endowed schools contemplated giving gratuitous education to the children of the poor as well as a good classical education to those of the middle classes. The poor are [illegible]ere now. There are always a certain number of the children of [illegible]bourers who want education as they did in the founder's time; but [illegible]he children of the middle classes are really not available in the immediate neighbourhood of many of those endowed schools and you must draw from a wider area. In order to fill the school and to use the endowment at all you must draw from a wider area than was originally contemplated, the great centres of population having been moved, and the endowments in many cases having become much larger than when they were given. Take the case of a school with which I am acquainted, the funds of which amount to about 1,600*l.* a year, and which is one of those few cases where estates are kept in a really efficient state and produce their full income. It would clearly be undesirable to take in all the children of the labourers and give them a good grammar school education there, and consequently you draw middle class boys from other parts of the country. That is done now, and it is a piece of patronage for the Trustees without any reference to merit or qualification or, in this case, even to residence. It is just a piece of patronage for the Trustees to exercise, and that is what local exhibitions generally degenerate into.

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11,729. (*Mr. Acland.*) Do you not think that in these endowments this difficulty would arise that though you might have a certain number of good boarding schools in a district, you would practically then leave one great want unsupplied, namely, day schools in towns of moderate size. I observe that in Yorkshire there are 20 large borough towns, standing separate in the census, and about 27 other towns not boroughs, with populations above 2,000. It seems rather important in any plan for concentrating endowments to make some provision for the day education of the lower tradesmen in those towns?—In considering which of the endowed schools should remain and be remodelled, and which should be removed altogether, the preference would, I assume, be given to those which were in the centre of a considerable population, and where you might not only have a boarding school but an efficient day school as well. I think that one great object in remodelling the schools should be to secure a good day school in the town.

11,730. There being about 20 borough or considerable towns in the Ridings of Yorkshire, should you be disposed to place good classical schools of the highest order in all those towns?—If you have schools in those towns that possess sufficient vitality to make them worth remodelling, it would be decidedly an object to keep them in those towns; but if you are talking of forming new schools I would much rather put them in the country than in the towns. I am speaking of boarding schools. It is a change. Town boys are much better for going into the country. It is a good thing for the health; and a playground on a large scale can be obtained there.

11,731. Do you think it would be desirable, following your last answer, rather to aim at this, in all large populations to get good day schools, and to take advantage of any favourable localities in or near small towns to facilitate the establishment of good boarding schools?—Yes, I do.

11,732. Should you be favourable to exhibitions in the central or more important classical schools from the smaller ones, in order to enable boys educated up to the age of 14 in the smaller school to con-

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tinue a liberal education up to the age of 16, or even 18, and in certain cases to go to the Universities?—I do not think it is a good plan to change schools; but undoubtedly the boys who are at one of these new central schools would derive very considerable benefit from a scholarship as the result of diligence and success in their studies, which would enable them to stay a year, or possibly two years longer than their parents otherwise would be able to afford.

11,733. Do you not think, looking at the cost of good classical and mathematical instruction, that it would be practically impossible to secure first class talent with an adequate number of masters in the smaller schools, and would it not therefore be necessary, if the boy was required to remain in that school, either to condemn him to an inferior education, or to give him a power of moving up to a higher school, where there might be a concentration of six or eight very able men?—Unfortunately the sons of the middle classes carry their education to no great length, and I do not believe that there would be any sufficient difference in the advantages of our central county schools, and the smaller schools to make it desirable to change a boy from one school to the other. If you could get an exhibition to the University from either you would accomplish something substantial and worth making an effort for.

11,734. It has been stated that one of the greatest difficulties to deal with in small grammar schools in this, that having exhibitions to the Universities they are condemned by that fact to make the University training the first object in their school, and that in consequence they are really unable to have a good school suited to the wants of the middle class, and it is on that ground that I ask this question?—I adhere to my answer that I think it not desirable to change from one school to another.

11,735. With regard to the concentration of these endowments, do you think it would be desirable to have anything like a county board composed of landed proprietors, intelligent professional men and successful mercantile men, for the general local control of separate trusts or would you have separate trusts responsible to Government for each separate school without any county board between the Government and the school?—I think the county board would be found very unwieldy.

11,736. And not very useful?—I think you would attain your end better by having just a sufficient number of trustees and managers for each school.

11,737. You mentioned *ex officio* members, will you point out in what way you would propose to constitute a trust so as to secure a sufficient number of men of station, and a sufficient security for change and for a flow of professional intelligence through the trust, so that it should not stagnate, or get into the hands of any one party?—I should rely upon the subscribers, considering that those who give their money would take an interest in the success of a school, and would be most likely to attend the meetings of governors or managers.

11,738. Is it, in some degree, a vital or essential element in your view that, in order to make endowments really available for the purposes for which they were intended, there should always be some voluntary subscriptions added to the endowment?—You cannot ensure it of course, but it appears to me very desirable. If you have no subscribers you must make the best you can of the materials you have, which consist probably of *ex officio* persons. In a cathedral town there are the bishop and the dean; the mayor of the place of course. In the country the lord lieutenant, the chairman of quarter sessions, and the archdeacon, are all very fit men. I would not have too large a body, because in that case they do not attend to their duties.

11,739. Do you think that one or two leading medical men connected with one of the public hospitals also would be desirable?—Yes, I think so; they are always men of education.

11,740. Can you suggest any means by which you would represent the profession of the law?—It is very proper that it should be represented, it had not occurred to me before; the recorder of a town perhaps would do.

11,741. The County Court judge or the clerk of the peace?—The County Court judge is so much occupied that I should think there would be a difficulty in his attending.

11,742. You would give the municipal bodies some representation to secure the representation of trade, would you not?—Certainly, but we must recollect that in a town school that element would always be on the spot, and they might very easily get the whole control into their hands.

11,743. (*Sir S. Northcote.*) What sort of functions would you assign to these trustees?—The trustees would have the property invested in their names, and they would be responsible for the property not being alienated. In remodelling the Holgate school we inserted a provision that any trustee who did not attend a certain number of successive meetings vacated his office *ipso facto*. I, as trustee, vacated my office by that provision; I believe I was the first to come under it. I did it intentionally; I could not attend to the duties of the office, and therefore wished to resign.

11,744. Would you give them any power of governing the school and regulating the course of instruction and matters of that kind?—Not more than the other managers who formed the committee of management. If you have no subscribers they must form the committee of management.

11,745. (*Mr. Acland.*) How far do you think this would be safe? Supposing these endowments to come under a thorough and searching Government review and to be concentrated and the funds to be placed in the most favourable position, do you think we might trust local bodies to fix their own course of study and to fix also their own rates of charge so as to place them nearly in the position of an independent schoolmaster who had no other object to gain but to fill his school; do you think that that would be too large a discretion to vest in such a board, thereby ousting the Court of Chancery and all stereotyped schemes and giving them free trade in education, both as regards subjects and as regards payment?—I would subject it to Government inspection, thus ensuring periodical publicity; that would be sufficient security.

11,746. You would make them publicly accountable for the use of their funds?—Yes.

11,747. What degree of control over the master would you give them;-would you allow them to interfere with the master at all, or would you allow them in any way to control the selection of his own assistants, or would you leave the master free in a great measure, when once appointed, as long as he conducted himself well and the school succeeded?—It would be rather difficult to legislate on that matter. The trustees or managers would be responsible for the appointment, and the success of the school would depend on the way in which they used that patronage; but they must be left, I think, a good deal to make their own arrangements.

11,748. In order to clear up what we are now asking about, I will ask you if those which we are now speaking of would be boards of management of schools of considerable size?—Yes, I hope that they would have at least 200 or 300 pupils.

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11,749. You probably contemplate in the county of York something like a dozen such schools?—I think they would hardly get that number of that size, but half a dozen perhaps.

11,750. I still come back to my former question, how would you provide for the day-school education of some 30 towns which would not have the advantages of these schools, and the parents of the bo[illegible] would probably not be disposed to send their sons away from hom[illegible] for six or eight years at a cost of 30*l.* a year, amounting to a total sum of 200*l.*, when they might, if the education was on the spot, keep their boys 10 years at school at a cost to themselves of certainly less than 100*l.*?—I do not look to the establishment of these new schools as a means of providing teaching for day scholars, though I would not shut them out if they were near enough to avail themselves of it.

11,751. Do you not think that there would be very great dissatisfaction in towns which have now probably some very ill-managed endowments, but who are still hoping some day to have a good school aided by endowments, if those endowments were taken away from them under the supposition that establishing a limited number of good boarding-schools in the town was a greater advantage to the whole county?—I think there are many cases where you would be able to re-model the school in such a town and not remove it.

11,752. Putting the question generally, and looking over the whole of England, where we have probably, certainly over 500, and possibly a much larger number of separate trustees to deal with, each with a legal adviser, and with a certain outside body of shopkeepers more or less interested in the present state of things, would it not be very difficult to pass any Act of Parliament enabling anybody to deal with these endowments and to remove them?—It would depend entirely on the tact and discretion with which the Commissioners dealt with the question.

11,753. Do not you contemplate a great amount of local opposition to any withdrawal of endowments?—There is a very strong feeling in favour of improvement in the education of the middle classes, and if you enlist public opinion on your side local opposition will do very little.

11,754. You think if the facts of the case were fairly laid before the country, the great amount of inefficiency which now exists, and the amount of available property which, if well managed, might be turned to good account, you would not despair of public opinion supporting the Legislature in a very sweeping measure?—If your report and recommendations justify themselves.

11,755. (*Lord Lyttelton.*) You mean that with these new schools, and with the re-constitution of existing endowed schools in many cases, there would be under your plan a provision for boarding-school education for a very large proportion of the farmers and the middle classes of this country?—Certainly.

11,756. As much as the upper class find available for them?—I think so.

11,757. (*Mr. Acland.*) Will you be kind enough to state from your experience, in which you and I have to a certain extent gone over the same ground, what are the great defects which you notice in the education of the agricultural class?—Do you mean special agricultural education?

11,758 No, I mean generally?—The greatest defect is that small farmers living some miles from a town have great difficulty in providing any education at all for their sons. Some few send them on a pony when the weather will bear it and if they have a pony available, or they make them walk some distance to the village school. That is very often

intermitted, and consequently in many cases they scarcely get any education until the time comes when they consider that a boy must go go to school somewhere, and they send him for a quarter or two to some boarding-school at 20*l.* a year, and consider that they have done their duty to their son. That of course is the lowest type of farmer.

11,759. With regard to the results which you have yourself noticed in the mental or practical habits of the farmer, what defects have you noticed which could be remedied by better education?—I have had many hundreds of essays written by farmers to look over and select from, and after a good deal of experience I came to the conclusion that, if there was an essay so badly spelt and expressed that I could hardly read it, probably there was something good in it, whereas a well written essay was sure not to be written by a farmer, and was probably only culled from books, and that therefore it was necessary to spell through and interpret the illiterate essays as well as one could for the sake of arriving at the solid information there was in them.

11,760. Is it then your impression that the education of the farmer does not so much fail in not getting information for the conduct of his business as in the power of expressing himself, and in the power therefore of influencing others in public business?—There are no farmers in the world equal to our farmers as far as practical knowledge goes. We do not want to teach them practical farming, they could teach us; we want to teach them English.

11,761. Looking at the national interest of having a well educated body of farmers who are to conduct a great deal of the local business of the country, and who are also to produce the food of the country, what would you suggest as the best course to be taken to fit them for their future life, both in its public and in its economic aspect?—I should say give them a thorough knowledge of English and arithmetic, and as much as you can, in the very limited time, of history and geography.

11,762. After those subjects would you put mathematics or Latin first; supposing a man to be willing to keep his son longer at school which would you give the priority to?—To Latin, because in mathematics you must go so much further to accomplish any useful results I should put the elements of Latin first, as bearing on the English language.

11,763. Do I understand you to say that it takes longer to learn a book or two of Euclid than to learn enough of Latin to be of use to a man?—I think a book or two of Euclid would do him no good.

11,764. (*Lord Stanley.*) You mean that there is not the power in the time allowed of acquiring a sufficient amount of mathematics to be of any practical value?—I do. If you carry it further, and ask me whether I think an adequate knowledge of mathematics more useful in practical life than classics, I should say decidedly that I do think so.

11,765. (*Mr. Acland.*) Should you think it a great object to provide for teaching mechanics to farmers?—That would be very valuable if you could teach it them. An acquaintance with the elements of mechanics, as applicable to machinery, is one of the things which they very much want.

11,766. Have you observed symptoms of great deficiency in the fundamental laws of rest and motion in reference to mechanical questions?—They know nothing whatever about them.

11,767. Do you think it of much consequence to teach farmers chemistry, and do you think they can learn enough of it in the ordinary course of a farmer's education to use it with advantage afterwards?—If a young farmer's school days could be somewhat extended I think

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they might. The laws which regulate the decomposition of vegetable and animal matter and its redistribution and reformation in the plants and animals that they have to look after might be put into a form of which they would understand sufficient to be really useful to them.

11,768. You think at any rate they might derive from those subjects of which we have spoken sufficient interest in early life to be of real use, and to improve their minds in later life?—I do, if you could get them to remain a reasonable time at school.

11,769. Looking at the great difficulties which farmers have in early life with reference to day schools, and in later life in reference to the acquirement of practical knowledge of their art, how much time do you think they can give to education; say a farmer renting 300 or 400 acres consistently with qualifying himself for his practical life afterwards?—I think a young farmer might very well stay till he is 16; if these country schools or colleges took so as to get a name, they would probably be induced to stay a little longer.

11,770. Do you think they could be induced to give five years at a county school at the rate of 25*l.* a year?—Not at present; they would have to be educated up to that.

11,771. Do you think, with regard to their earlier stage of education, that in proportion as farmers become a more educated class their prejudices against good elementary schools would vanish?—Certainly.

11,772. And that they would then value education rather than mere social finery; that they would use the elementary school?—Yes; I do not think there is any great prejudice against it now; there is a little.

11,773. Would you point out to the Commission any suggestions which you think ought to be considered here in reference to the practical training of farmers so as to learn their business?—I do not think it necessary or practicable to teach farming at school. The experimental institutions which have been established with this object have for the most part been unsuccessful. Take Cirencester. Suppose the model farm there to be thoroughly efficient, I have every reason to think that it is. It is efficient as scientific farming; but it has the fault which all gentlemen's farming has, which is that the control of the expenditure does not rest with those whose living depends on that expenditure being replaced with a profit. The farmers soon found out that Cirencester, though it might be a scientific success, was a commercial failure, and therefore they would not send their sons there. At Cirencester the first annual payment by the scholars was fixed at 30*l.*, but in three years they had incurred a large debt, and required very good friends to pull them through. They were consequently obliged to raise the rate of payment, and I am told that it now stands at more than double its original amount. This puts it out of the reach of farmers' sons as a class, and accounts for the financial difficulties of the Institution. There is another difficulty inherent in the nature of the case. They have had very eminent men, I believe their teaching has been exceedingly good, but supposing the farming taught to be thoroughly good as practical farming, you teach young men all the processes of husbandry, particular kinds of ploughing, the proper quantity of seed, the right time of sowing, and the kind of animal which is most profitable. You teach him all this upon a particular kind of soil, and with a certain climate. You send him back to his father's home, thinking he knows a great deal better than his father how to manage his farm; and he has to unlearn much of what you have taught him, or he makes dreadful mistakes.

11,774. You would not look to a college or model farm to teach the

young farmer his art?—He would have to unlearn a great deal of what he has learnt, and correct the rest by the aid of time and experience, even supposing that it was very efficiently and skilfully taught.

11,775. You would not, then, look to a college for that purpose?—Certainly not. I think that on the whole it would do harm instead of good.

11,776. In what way do you think the knowledge of stock and the knowledge of the management of labourers is best acquired?—I think it can only be learnt by a man's undertaking a farm upon which his living depends, or learning it under his father or other person placed in the same condition.

11,777. (*Sir S. Northcote.*) Do you think that in order to enable a man to carry that process through successfully, any special points should be attended to in his education as a boy?—With the exception of elementary mechanics as applicable to agricultural machinery, and chemistry as applied to agriculture, I think not; no instruction in practical farming.

11,778. I should like to ask you this question: Carrying your view a little further than mere chemistry, I would say, to natural science generally, do you not think that it would be an advantage to a young man whose life is to be passed in pursuits of agriculture, that the faculties of observation should be developed while he is young:—that he should be, as a boy, initiated into the principles of the study of natural science, so as to acquire a small amount of information, and be shown the way to acquire further information for himself, as he has leisure, in his after life?—Certainly.

11,779. May I ask, as a corollary, whether you think the study of natural science should be made a prominent point in the *curriculum* of the education of a young farmer?—I think that it would be very useful to him, but I would not make it indispensable. There are many other things which he ought to learn, if you call your education at all a good one, and if you can keep him long enough at school. You may tempt him by scholarships or exhibitions, or you may find that the average length of the school life of a young farmer increases in process of time, in which case you may, I think, very usefully introduce into your curriculum geology and botany, and other sciences which bear upon his profession.

11,780. Would you give those sciences a preference over history, for instance?—I think the outline of the history of his own country very important.

11,781. I mean if you could only have the one you would prefer history?—It is done much more easily and quickly.

11,782. You would prefer the history?—I should begin with that.

11,783. (*Mr. Acland.*) Do you think there is time enough in the ordinary holidays of a farmer's son between the age of 10 and 16 to acquire all the knowledge of the habits of animals, simply practical knowledge apart from scientific treatment of them, which is necessary?—You mean what we commonly term practical farming?

11,784. No; the knowledge of animals only.—Do you mean veterinary knowledge—animal physiology?

11,785. No; whether in the holidays a boy can learn enough, under his father's eye, of the management of the sheep and oxen about him, in the ordinary course, so that there is no reason to doubt that the boy might go to school from 10 to 16?—If his father would spare him, certainly. It all turns on whether his father is content to dispense with his services.

11,786. He would not be the worse farmer, eventually, for having

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been at school from 10 to 16?—I think not; his natural tastes are on the farm.

11,787. (*Mr. Erle.*) Considering how essentially important the character and the fidelity of the managing trustees must be to every school, do you think their succession can be kept up entirely by the subscribers; that you can depend on subscribers alone?—I should always have a certain number of *ex officio* trustees.

11,788. But in rural situations, at a distance from large towns, where would you find very eligible trustees; supposing a school to receive a considerable endowment, and to be supported by a very limited number of subscribers, how would you keep up the succession then; I do not know whether you have ever considered the question?—No, I have not. Allow me to say, as bearing upon that, that I think it should be part of the duty of the inspectors to have a return of the property and income of the school, so as to see that it was kept up, that it was not alienated.

11,789. We have a painful knowledge of the injury which has been done to endowed schools by the neglect or inefficiency of trustees; I meant to ask you this question; what do you think of the association with the managing body of some officers in the nature of stipendiary trustees, one or two, who should be responsible and bound to report?—Do you mean what might be called visiting trustees to go round a district?

11,790. I mean as stipendiary magistrates are sometimes associated with other magistrates; do you think there might be stipendiary trustees attached to the governing body of endowed schools?—It is altogether a new idea. I should hardly like to give an opinion upon it. I think some course might be hit upon, if it was found on trial that the newly constituted boards of management were insufficient.

11,791. In case of the removal of an endowed school from its existing locality, you do not propose to give to the population of that town any compensation in the way of scholarships or exhibitions?—No.

11,792. Do you think there would be any objection to that, as removing opposition?—My experience of scholarships and exhibitions confined to particular localities has been generally that they have been very badly bestowed, instead of being given to those who were distinguished amongst their fellows for industry and scholarship; they were given to people simply because they came from such a place. I have a strong objection to local scholarships.

11,793. Your objection arises from the manner of administration?—Yes, in some measure; how commonly, now, are exhibitions to the Universities given to the descendants of a particular man, or a man coming from a particular place; trustees hunting about everywhere to find a man who complies with the conditions, and often a very inferior person is selected.

11,794. I understand your objection to be to the administration of those funds and not to the institution?—I think it is inherent in the institution, you are so limited in your choice.

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JOHN FORD called in and examined.

11,795. (*Lord Taunton.*) I believe you are a member of the Society of Friends?—I am.

11,796. You are the superintendent of the Friends school for boys at York?—Yes.

11,797. How long have you held that situation?—For 37 years.

11,798. Are you generally cognizant of the state of the educational

establishments of the society to which you belong?—Pretty much so, but more especially with some.

11,799. There are a certain number of endowed schools, I believe?—There are eight in England.

11,800. Which are those?—Ackworth, Croydon, Sidcot, in Somersetshire, near Weston-super-mare, Wigton, Rawdon, near Leeds, Penketh in Lancashire, Sibford in Oxfordshire, and Ayton in Yorkshire.

11,801. What is the nature of the endowments under which these schools are established?—They originated chiefly in subscriptions, partly in legacies, and all of them I think possess landed property in houses, and some in land.

11,802. In what manner are the proceeds of these endowments applied, is it in the payment of masters, or the erection of buildings, or in reducing the expense of tuition directly?—They are applied to the general expenses of the school.

11,803. I presume under the control of some board of trustees or managers?—The school at Ackworth amongst ourselves is a national school, that is to say, it is under the charge and control of the Yearly Meetings of Friends in London; there is an annual meeting of the school at Ackworth, in July in each year, and there a committee of management of 28 is appointed. Seven of these go off annually, they are not re-eligible for one year; the vacancies are filled by the joint nomination of the old committee* with seven persons appointed in the open meeting to assist them. These new members are chosen by something like a scroll, that is to say, the names are placed upon a blackboard, a certain number, say a dozen, are selected and placed there, each member is provided with a paper, and he is at liberty to write down seven names, the papers are collected and the votes are taken; that committee of 28 members meets quarterly, appoints a sub-committee that meets monthly, and to this quarterly committee the chief control of all the affairs of the school is virtually entrusted.

11,804. Do you mean that this committee interfere minutely with the teaching and discipline of the school, or is it left a great deal to the master?—Not minutely, it is left a great deal to the master. A curriculum is prepared and presented to this committee, and the committee is competent to make, and does sometimes make a suggestion.

11,805. What, may I ask, is the cost of the board and education of a youth at this school?—About 26*l.* per annum, but there is no rent included in that.

11,806. You mean that you have your buildings free?—Yes, our buildings and estates are free.

11,807. How is the repair of the buildings provided for, is that managed out of the estate?—No, that is part of the annual expense of each boy.

11,808. With this exception with regard to the buildings, is the school self-supporting?—No, there are annual subscriptions of about 1,000*l.*

11,809. What number of scholars have you?—290 boys and girls.

11,810. How many boys and how many girls?—170 boys and 120 girls.

11,811. How are the pupils received into this school nominated?—There are gentlemen appointed all over the country on each of our district meetings, who are called agents, and if a person wishes to send

* The nomination of the committee is not final. The general meeting may adopt or reject any of the names, but this does not occur.

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his boy or girl to the school he applies to this agent, and proposes a rate of payment, varying from 13*l.* to 18*l.*, to 24*l.* a year, and if a person says, "I wish to send my boy to Ackworth, and I can afford to pay 13*l.*" it is the agent's business to consider whether he can pay 18*l.*

11,812. The rate of payment is fixed with reference to the capabilities of the parent to bear the expense?—Exactly.

11,813. The number of children and circumstances of that sort?—Yes.

11,814. Are all these several schools which you have mentioned, connected with the Society of Friends, conducted on the same principle through the country; do you usually take the pupils of the same description and class of life?—There are four exceptions,—the first four I have named,—Ackworth, Croydon, Sidcot, and Wigton, are pretty exclusively for members of our own society; there are four others, Rawdon, Sibford, Penketh, and Ayton, which take principally the children of poor families, who have had some connexion, either they, or their ancestors, with the Society, who have lost their membership by some means or another, and the Society has established these schools for their reception.

11,815. Is there any difference in the religious system in the education of the boys in those schools which are strictly confined to your Society and the others?—None whatever.

11,816. Does the religious instruction comprehend the doctrines of Christianity, as professed by the greater number of Christian denominations, or is it generally one that is applicable to your own society?—I should say that the great principles of Christian truth, as made known in the Holy Scriptures, are the basis, and obtain the largest amount of consideration in the teaching, and that what is peculiar to ourselves occupies a fair place.

11,817. In those schools where you admit the children of parents who are not in your society, do you insist upon giving those children special religious instruction with reference to the opinions and tenets of your own society?—They all come with the definite understanding that it is the wish of their parents that they should be so instructed.

11,818. Is the nature of the children's instruction given in these schools the same?—It varies very much from Ayton, which is at the bottom of the list, up to Ackworth. The school under my own care prepares boys for college.

11,819. Which school is that?—At York.

11,820. Do you mean that you push education further in some of those schools than you do in others?—Very much so; at York they stop till 17.

11,821. What do you mean by preparing for college?—For instance, three of my masters are Bachelors of Arts of the London University, two of them are undergraduates, and the other did not graduate, but studied at University College, London.

11,822. I presume that in your school, and in the school at Ackworth, you aim at giving a liberal education of the very best description?—Perhaps that would be saying too much for Ackworth. Ackworth was established to give a good English education for children whose parents were not in affluent circumstances; that was the origin of the institution in 1779.

11,823. Do you give a high classical and mathematical education in any of those schools?—At York we give a *good* classical and mathematical education.

11,824. Are there any of those schools in which you separate the education of the boys after a certain point, directing the education of

those who are going early into commercial pursuits in one way, and of those who can afford to stay longer at school, and who desire to have a more complete and finished education, another way?—No, we make no separation; we have graduated classes, rising from a junior to a third, second, and a senior.

11,825. You give a good education to all?—Yes; we wish that each boy should have an opportunity of going through the whole classes and come to the senior.

11,826. Do you teach Latin?—Nearly every boy learns Latin and French. 22 to 23 boys learn German and 13 boys learn Greek.

11,827. With regard to the girls' schools, have you several girls schools?—There is a girls' school attached to all these eight schools of which I have been speaking.

11,828. Do you find generally, among the members of your society, that those families who are anxious to send their boys to you, are also anxious to send their daughters to receive an education in your schools?—Yes, quite as extensively.

11,829. Do you consider that a good education of that kind is quite as important in the case of girls as in the case of boys?—Certainly.

11,830. (*Lord Stanley.*) Do I understand you to say that there are any endowments connected with these schools apart from the annual subscriptions by which they are in part maintained?—Yes there are, certainly. I can give a general idea by just stating that from invested property each child at Ackworth profited in 1864 to the amount of 3*l.*; at Croydon, 7*l.* 1*s.*; at Sidcot, 6*l.* 6*s.*; at Wigton, 7*l.* 12*s.*; at Rawdon, 13*s.*; at Penketh, 21*s.*; at Sibford, 4*l.* 13*s.*; and at Ayton, 6*l.* 6*s.* Each child profits to that amount by invested property.

11,831. (*Lord Lyttelton.*) In those schools, about how many are there who are children of parents not belonging to the Society of Friends?—There are not many in four of the endowed schools that are not members. In our own school at York, we sometimes have one or two who are warmly attached to the society, and who wish their children to be so brought up, but chiefly they are members of our society.

11,832. How many are there in the school at Ackworth?—None; that is strictly confined by its foundation and endowments.

11,833. What is the class of life generally from which these children come?—At Ackworth there are some manufacturers, a considerable proportion of tradesmen, a number connected with agricultural life, and some of a very poor class.

11,834. What is the poorest class from which they come to you?—Perhaps not lower than a moderate tradesman; I question if at Ackworth we have any who are the children, for instance, of agricultural labourers.

11,835. Have you none so low as that?—I think not.

11,836. What is the highest class; have you any children of professional men, attornies or medical men?—No, we have not at Ackworth, I should think, many of them. They are merchants, manufacturers, and tradesmen.

11,837. You have some peculiar provision about instruction in natural science?—Yes; I shall be glad to say a word upon that. One thing to which my attention, when summoned to meet you, was rather called was to some points in which we differ perhaps considerably from some of the public schools; we do in that, perhaps, most especially. We have sought to make ample provision for the energies of boys at times when they can neither be engaged in active play nor in school lessons, and, in order to effect that, we have an observatory furnished with a good equatorial, a transit instrument, and a good time-piece; this provision has been exceedingly valuable in occupying the elder scholars

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that were fond of mathematics, so that all the boys in the upper class have the opportunity of familiarizing themselves with the use of those instruments; they are not compelled to do so, but some have more taste for it than others, and those that have, will soon make themselves very clever at it, and will take the right ascension and declination of a star, and be able to set the instrument, and find the star, in the centre of the glass.

11,838. Do you think, under your system, all the boys who have a natural capacity and turn for these subjects are sure to have an opportunity of developing it?—Certainly; and besides that, we have a workshop, and a very superior lathe; we have a number who have greatly enjoyed the use of it.

11,839. Do you encourage those pursuits by any distinction?—Not by distinction, but by prizes.

11,840. What prizes do you give?—It is merely a society among the boys themselves. There is an association in the school, which is called "The Natural History and Polytechnic Society," the income of which will be perhaps 7*l.* or 8*l.* a year, which is pretty much distributed in prizes. There is an annual show, gentlemen not belonging to the school are asked to judge, and prizes are awarded for botanical collections, collections of butterflies and beetles, collections of plants, collections of parts of plants illustrating botanical principles. There is a written examination on botany. Prizes have been established for these things.

11,841. Do the boys make these collections in their spare time?—In their walks and in their spare time.

11,842. Is that general in your schools, or is it peculiar to Ackworth?—This is not at Ackworth; I am speaking of York now.

11,843. Have all these schools playgrounds attached to them?—Ackworth has a very good playground. At York we have a good gravel playground and a large play-room for wet weather, and a cricket field of about three acres.

11,844. Are the boys left to themselves during playhours, or is there a master present?—There is always one of the masters and one of the juniors considered to be on duty, and they have charge of the boys in their play hours.

11,845. Are they within hearing of what the boys say?—No, there is nothing that can be called *espionage*, or anything of that kind.

11,846. How long do these boys generally stay at your schools; at what age do they generally leave?—I am speaking still of York, as the school with which I am best acquainted. We have two classes of boys: we have boys who came from Ackworth, and Sidcot, and Croydon sometimes, who spend perhaps only an average two years with us; we have another class who came at 12, sometimes as young as 10, and perhaps stop five years or more till they are 17.

11,847. Is that a large class?—Perhaps it is about equally divided.

11,848. About one-half stay as late as 17 with you?—I should think so, or far into their 16th year.

11,849. They go from you direct into business?—Yes, they go from us directly into business.

11,850. What is the cost at your school?—On an average it is between 50*l.* and 60*l.* a year; that is to say, a boy who is under 15 pays 40*l.*; a boy who is over 15 but under 16 pays 45*l.*; and a boy who is turned 16 pays 50*l.* If he learns all these four languages he pays 58*l.* Besides that there are no extras except disbursements.

11,851. Do any children of farmers pay as much as 40*l.* a year?—We have a few rather wealthy farmers in Essex who send their children and they will pay the highest rates.

11,852. You do not find small farmers pay that?—We have no sons of small farmers at York.

11,853. You have a regular system of inspection *ab extra* by persons unconnected with the school?—Not a regular system. We have availed ourselves of the opportunity and shall be glad to avail ourselves of it still further. We have applied sometimes to the Government inspectors but they found that their arrangements were such that they could not give us a time convenient to themselves and to us.

11,854. You desire to have an independent inspection?—We are desirous of that. We are glad to avail ourselves of this kind of inspection.

11,855. You would like a periodical inspection?—Perhaps I am not authorized to say as much as that, but occasionally we do desire it.

11,856. And you have had it occasionally?—Yes; we had a gentleman, a Bachelor of Arts of the University of London, who spent a week at Ackworth and examined the whole school minutely.

11,857. In the school at York, what is the *stimulus* among the boys; how is their promotion regulated?—Simply by daily registration of the value of each lesson.

11,858. What does that lead to?—That leads to promotion and to the natural desire to be at the head of the class. The papers are made up about once a month or six weeks. There is no change of place from day to day, but at the end of the term the numbers are registered and they take place for the next month according to this registration.

11,859. Have you school prizes for general work?—None at all.

11,860. Is that considered an important principle, to have no prizes?—I have long rather considered it so. I have seen it in act and have felt sometimes that it was silently implying to a boy that intellectual ability was a better thing than moral worth.

11,861. How many school terms are there in the year?—At York two, from January to June and from August to December.

11,862. Towards the latter part of their time at school do you vary the instruction of the boys with reference to their different destinations in life?—We have only done so, I think, in instances in which we knew the boys were about to attempt to matriculate at the London University, and then we have given them some special instruction. We found that by adopting that we less infringed on our system than by preparing them for the Oxford middle-class examinations.

11,863. Have you sent in any to the local examinations?—None.

11,864. You think the London University system suits you better?—It suits us better, certainly.

11,865. You do not attempt professional or technical instruction?—I should hardly say so. We make a considerable use of lectures. We have a large provision for lectures on steam, mechanics, pneumatics, and hydrostatics, at which the boys are required to take notes and many of them also make drawings; and one result of it has been that it has given some boys a turn for mechanical occupations in after life.

11,866. That is a part of the general system of the school?—A part of the general system.

11,867. All the boys attend the lectures?—All the boys attend the lectures.

11,868. If a boy's parents wished him to be an engineer, you would not vary his course for that?—No; except that we should encourage him more especially on the days on which drawing is taught. We have two masters to teach drawing, and we divide the school into boys who really have a taste for it and those who have not. We have

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a master who is considerably proficient, an artist of some merit, who teaches more especially the boys who have a taste for drawing. We have another master who teaches any boys who can take a ruler and draw lines; and we find many of the boys with no artistic taste, who greatly enjoy making drawings of engines and parts of machinery and so forth; and we encourage them to copy from the engine itself.

11,869. In what way do you encourage them?—We say to a boy "instead of copying this drawing just go and get a model out of the "laboratory and copy that;" and now and then we get very beautiful drawings of that kind.

11,870. You so far bear in mind their future?—Yes.

11,871. (*Sir S. Northcote.*) Do you find any difficulty in obtaining teachers for natural science?—No, we do not. All the gentlemen employed in teaching, who are permanent daily teachers, except one, were trained at the school, and after leaving York some of them have been to another institution of ours established expressly for the training of teachers, called the "Flounders' Institute." It is a foundation for 12 young men who are lodged, boarded, and taught free of cost.

11,872. Is that in connexion with the Society of Friends?—Yes.

11,873. Do you suppose, from what you know of education generally, that there would be facilities for schools not in connexion with your society for obtaining masters for teaching natural science?—I think there would be more difficulty. These youths have been trained in it at school. They have preserved their taste, and some of them are capable of lecturing on one thing, some on another. We have a young man who has lately taken his B.A. degree at the University of London, who is exceedingly partial to astronomy. We avail ourselves of his services, and he is just now going through a course of astronomical lectures.

11,874. Do you find that teaching in natural science is valued by boys who are going into professions which have no immediate connexion with mechanical or engineering work?—I think I should say that we have found great advantage from it. I know the history of nearly all my scholars since they have left school. I know that in cases where they have not pursued professionally some of these things which they have been taught, they have found them most valuable resources for their leisure time.

11,875. Do you consider that it is valuable as a training of the mind?—As a training of the mind and as furnishing recreation for young men of our society, who are, perhaps, somewhat cut off from some occupations of an evening which other persons do not consider objectionable.

11,876. I think you said that Latin was taught to all the boys?—To nearly all.

11,877. Do you find that that is generally valued?—I think it is decidedly so. At the same time the choice of what languages a boy shall learn rests with the parents, but is greatly influenced by the estimation in which it is held in the school. We have, to a large extent, the confidence of parents and they consult us.

11,878. Do you find that generally speaking they are of opinion that it is a good thing for their boys to learn Latin?—Yes; I should say that that is the prevailing opinion.

11,879. (*Lord Lyttelton.*) They do all learn Latin?—I think perhaps there are one or two who from particular circumstances do not learn it.

11,880. (*Sir S. Northcote.*) As a general question, I will ask you, do you think that the system which you have in operation in connexion with the Society of Friends adequately meets the wants of the middle classes so far as they belong to your society?—I think very completely

11,881. Are there any particular matters, besides desiring more Government inspection, that you desire in order to give greater effect to your system of education?—It may be presumptuous to say so, but I really am not aware that there is anything.

11,882. (*Mr. Erle.*) To what age do the scholars remain in the girls' schools belonging to your society?—I am speaking of the girls' school [redacted]York. A part of that institution is especially for the training of [redacted]ung women as teachers, so that there are young women there of 17 or 18, and perhaps a little more.

11,883. Do you know to what age they generally stay in the other schools, the more elementary schools?—At Ackworth only until 15.

11,884. What subjects does their instruction comprise at York?—At York it is a pretty full curriculum of what may be called a sound education; Greek, Latin, French, and German are taught to all that please.

11,885. I am speaking of girls' schools; do you teach Greek and Latin to the girls?—No; a few learn Latin. I am not sure that there are any who learn Greek.

11,886. Do they learn natural history?—Yes; some attention is paid in the girls' school to natural history.

11,887. To what departments? to botany?—To botany.

11,888. To any others?—I am not sure to any others except by their general reading.

11,889. Do they attend lectures on natural history?—They do occasionally. They have not force within themselves as we have in the boys' school; and they occasionally employ gentlemen who lecture to them.

11,890. Is there the same competition between the girls as between the boys? Is there any valuation of their papers or anything analogous to that?—Yes.

11,891. The same competition?—Yes. The same mode of promotion and of ascertaining proficiency by written papers in answer to printed questions.

11,892. And they are advanced in the school according to that?—Yes. Perhaps I should say not exclusively, for if a boy (I am speaking of the boys' school now) has passed through the different classes of our school and has got into the second, and he could not by virtue of his attainments take a place in the first according to the registration, if he is a boy of good character I consider he is fairly entitled to all the advantages of the teaching of the senior class. The senior class is taught more as young men are taught; less of the absolute *memoriter* and more of appeal to the understanding. I observe here, last midsummer, I had 11 vacancies in the senior class; seven were promoted on the ground of seniority in the next lowest, and four were what we may call pitchforked, thoroughly deserving industrious fellows of high character.

11,893. You mentioned just now that at some of your schools the scholars are admitted at varying rates of payment?—Yes; at Ackworth.

11,894. Does that continue throughout their course through the school?—Yes; provided the parents' circumstances continue the same, but it is a thing so utterly unknown among the children that it occasions no difference whatever?—They all stand upon a fair footing.

11,895. So that the richer parents contribute to the instruction of the poorer ones?—Yes, the richer will make it up by a donation in addition to the 21*l.* which is the highest charge; they will make an addition equal to what is at the end of the year the estimated full cost of the education.

11,896. (*Lord Taunton.*) Do the very richest members of your

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society habitually send their sons to these schools?—No, not to any of the schools that I have named. The wealthy members send their sons to an institution at Tottenham, a sort of proprietary school, called "Grove House," where it is 100 guineas a year as against our 50*l.*

11,897. (*Dr. Storrar.*) Are girls and boys taught together in any part of your system?—Not in any part of our system.

11,898. Besides the encouragement given to science in your Natural History and Polytechnic Society at York, does science form a part of the systematic instruction of the school?—No; only by lectures; but on the morning of the day succeeding the evening lecture you will go round the school and see each boy, even the little ones, doing what they can to reduce their notes, to write out their notes fairly; and then they have the assistance of the teachers to point out any little error they may happen to have made. Then they know they will be examined, and that their attention to this will be of value.

11,899. What are the several subjects of science on which lectures are given?—Steam power, mechanics, the mechanical powers, with a number of diagrams, pneumatics, chemistry.

11,900. Are these all illustrated by experiments?—Yes.

11,901. Apparatus and experiments?—Apparatus and experiments. We have very large provision for that, electricity, galvanism, lectures upon the electric telegraph, exciting an interest by which the progress of the great question of the Atlantic telegraph is kept up in the minds of the boys; information is also given to them from time to time, and geology, which is rather a favourite topic. We have a museum of our own. I occasionally give lectures, in which I have shown to each boy what was the geology of his own district, and begged of him to bring us specimens, and by that and other means we have a considerable cabinet representing most of the geological strata of England. We try to cultivate everything for which any boy has a sort of taste. Photography became very popular. We fitted up a room for the purpose of the photographers, and there was a good deal of good work done.

11,902. You have mentioned botany and entomology as coming within the range of the Natural History and Polytechnic Society?—Yes.

11,903. Is there an occasional lecture on those subjects?—Yes.

11,904. On the following day the rough notes are reduced to something more like form?—Yes. The Midsummer examination is approaching. A boy reads up his note-book. There is a senior science and a junior science printed paper, of about 12 questions each; all books, maps, and diagrams are removed. The teacher is present to see fair play, and the answers are written.

11,905. Do the whole school attend those lectures?—The whole school, and we find it a good training for the little boys of 12 and 13. By beginning early they get at last to be good proficients in note taking.

11,906. They get a knowledge of the facts of science perhaps rather more than of science in its proper sense?—Yes, I should say so.

11,907. At what age do you find that your boys are capable of going into science so as to be able to deal with the subject in a scientific sense?—In our senior class, where the average age is 16, there will be, I should think, as many as eight or 10 who really have something more than the facts.

11,908. Do you find that those boys who are clever boys in languages are equally clever in and attached to science, or do you find that boys who are distinguished as scientific pupils are to be found amongst those who are rather backward in linguistic studies?—No, I could not say that I have observed such a distinction as that. There is a distinction

which I have observed for a long time, and that is that the faculty for language and for mathematics does not often co-exist except in boys of considerable general talent. We have boys high in mathematics who will be low in language.

11,909. But the same distinction is not seen in reference to science?—No, I should say not.

11,910. I think I understand you in a previous answer to say that the science pursuits were very attractive to boys?—Yes, I should think so.

11,911. And that they take them not simply as part of the school-work, but really with some zest?—Really as a recreation; a lecture night is always hailed with great pleasure, and you will see boys when school breaks up at noon, or a little before if they can get leave, running down to the observatory to take a transit, and they will perhaps spend an hour or two of an evening, sometimes get permission to stop up half an hour after the others have gone to bed, where there are any phenomena worth noting.

11,912. And this science, apart from its being simply amusing and being looked upon in the light of useful knowledge, you consider also useful as a means of intellectual training?—Most certainly, and I should almost venture to say of moral training. It occupies those energies which in schools, in past times within my own memory, were expended upon mischief. There are times when boys cannot be at football, or cricket, or boating, nor yet at lessons. For such times these varied pursuits furnish a most abundant resource.

11,913. On wet half-holidays, for instance?—Yes.

11,914. You have sent up some boys to the matriculation examination of the University of London?—Yes.

11,915. Do you send up some every year?—We have, I think, of late years sent up one or more.

11,916. Have these boys gone to the matriculation examination solely upon the basis of your ordinary school preparation?—Not quite; one or two have. One, for instance, got all the basis of his knowledge with us, and he was, I think, a year at Tottenham. One went up direct from us last year, and matriculated with considerable success. He was intended for the medical profession but his courage failed him; he felt that he could not encounter it.

11,917. Do you teach social science—political economy—in the school?—I could not say that we do professedly, but in teaching history I believe much care is taken to show how it operated at different periods of the history; for instance, when the French manufacturers were driven over to England by the Revocation of the Edict of Nantes, the difference between the times when wool was exported and when it was imported; all these questions lead us to *something* of political economy. There is one part of our training which perhaps I may be allowed to mention; we have a weekly lecture on ecclesiastical history to the senior class, a course which occupies about two years.

11,918. Do you at all practise phonetic shorthand in the school?—Not at all. It had its day, but it did not take.

11,919. Are you aware that in some parts of the north of England in houses of business phonetic shorthand is very much used?—I was not aware of that.

11,920. (*Sir S. Northcote.*) What is the length of the holidays that you give in the whole of the year?—Six clear weeks at Midsummer, with one or two odd days going and returning, and three clear weeks at Christmas.

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11,921. Nine clear weeks in the year?—Nine clear weeks in the year.

11,922. Can you say how many hours of study there are in a week?—From 32 to 34.

11,923. (*Lord Taunton.*) Are there any holidays or half holidays in the week?—Saturday afternoon regularly, and invariably some other afternoon which would reduce the 34 to about 28.

11,924. (*Sir S. Northcote.*) The 34, I suppose, includes the preparation of lessons?—No, it does not; the evenings are spent in preparation, but it is not at all the time of the strict discipline of the school; the teachers are assisting the boys.

11,925. (*Lord Taunton.*) Do you encourage games and gymnastic exercises?—Yes; we have football and cricket, foot-racing sometimes, and boating.

11,926. (*Lord Lyttelton.*) Have you any gymnastic apparatus?—Yes; we have a horizontal, parallel, and leaping frame.

Adjourned.

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PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART., M.P.
THE VERY REV. THE DEAN OF CHICHESTER.
THOMAS DYKE ACLAND, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

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The Right Hon. EARL FORTESCUE called in and examined.

11,927. (*Lord Taunton.*) I believe your Lordship has devoted much time and attention for several years to the question of education, especially the education of the middle class?—I have, but unfortunately the loss of one eye and the serious injury to the other has prevented my working as hard at that, or indeed any other question, which I take an interest in, as I used to do before I had that misfortune.

11,928. I believe your Lordship has published your views upon this subject?—Yes.

11,929. And you have also taken an active part in promoting a middle-class school in your own neighbourhood in Devonshire?—I have.

11,930. Will you have the goodness in the first place to state any opinions which you may have formed as to the best mode of supplying the acknowledged deficiency in the means of instruction for children of the middle class, at present especially with reference to the agricultural classes?—I feel all the more embarrassed in answering that question, from the fact of having more carefully and with much more opportunity of weighing every word, stated my views generally, on the subject in print: but I should say that my own opinion is strongly that it would be most desirable to take the "county" rather than the whole country as the basis, if I may so say, of educational operations for the benefit of the

middle classes; excluding, of course, from county operations, and making a special provision for their peculiar cases, extremely large towns which form almost separate communities of themselves, such as Liverpool, Manchester, Birmingham, Bristol, and so on.

11,931. I understand your Lordship to say that you would establish a system of schools in some considerable area of country in some degree corresponding to the ordinary size of an English county?—Yes; and I think that the county has very great advantages from its associations and its historical character, and the habit that Englishmen in the country have of considering themselves as belonging to one county or another; that it has all the advantages of any other local division and many more besides.

11,932. Will you have the kindness to state more particularly the nature of the system you would propose to establish in English counties?—I think that there would be difficulty in the first instance, even after this Commission has terminated its labours, in bringing together all the old grammar schools, and turning to immediate account all the resources available from educational and other endowments, placing these in the best form for providing schools, and doing what is best and most desirable for the education of the middle classes; and that the utilization of existing endowments would not supersede the desirableness of establishing institutions somewhat analogous with the one with which I have been more particularly connected, of an entirely self-supporting character, with a considerable proportion of the commercial element incorporated in it. I think it would be easier to establish a certain number of new institutions in the most desirable form to serve as models and as stimulants to existing institutions to which these could be more or less hereafter assimilated: and I think that there would be no great difficulty in providing one or two of them at least in each county in England very much on the system which has been so fully detailed to you by my friend and neighbour, Prebendary Brereton.

11,933. I believe your Lordship has had the opportunity of reading Mr. Prebendary Brereton's evidence?—Thanks to your kindness I have had the advantage of reading his evidence, and perhaps I might save the time of the Commission by stating that I can fully corroborate all that he states about the past history and the present condition of the Devon County School at West Buckland.

11,934. That is altogether a modern institution. There is, I believe, no ancient foundation or endowment about it?—Yes. There is no ancient endowment certainly attached to it. There are one or two recent ones.

11,935. I understand your Lordship to say that you would wish to see similar schools established in different parts of the country?—Yes; though not by any means to supply the whole present deficiency of middle class education, but I think one or two in each county would be a great advantage in guiding the proceedings hereafter of those to whom should be entrusted the difficult task of modifying, renovating, and improving existing institutions or dormant endowments, so as to render them really adequately useful for the education of the middle classes.

11,936. What use would you make of existing endowments? In what way do you think it desirable that the Legislature should deal with them with a view to their greater efficiency?—My own impression is, that with regard to endowments for any public purposes made at a very early period, say before the Reformation, Parliament should consider itself justified in turning them to account for almost any public objects which might be considered desirable short of relieving the taxpayers of the country from general taxation, or helping to pay off the

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national debt; that a very great latitude might fairly and reasonably be taken in dealing with very ancient endowments, but that subsequent endowments should be dealt with according to their antiquity; and that, taken (say) century by century from the time of their foundation, they should be at liberty to be dealt with in ways successively differing more and more widely from the original intentions of the founders.

11,937. Without entering upon any question of abstract right, do you think that it would be expedient or practicable for the Legislature to divert the funds which exist in this country for educational purposes to any other but educational purposes?—So far from it, I was rather looking to the practicability and expediency of diverting those funds from purposes some of them very nearly useless, and others of them I believe actually injurious in their operation to what I believe to be the unquestionably useful purpose of promoting sound education, whether in the lower or middle classes.

11,938. Several witnesses have spoken favourably of a scheme that would have for its object to concentrate some of these endowments that were scattered over the face of the country for the purpose of making a few very good schools. Are you favourable to any such project?—Yes; my own impression is very strongly in favour of such a project, with, probably, the reservation of some advantage or privilege to the inhabitants of the different places whose funds are diverted from the locality itself to form, in combination with others, a school superior to any that they could independently provide.

11,939. Do you think a system of schools so established, say in a county, could properly be placed under the management and control of some local authority?—I have a very strong opinion in favour of such a scheme.

11,940. Should you see any objection to endeavouring to unite some other principle with that of endowment, say the principle of proprietary schools, thus giving increased extension, and perhaps attracting more public interest to those schools, and rendering them more efficient?—I do not believe that there would be any great difficulty; nor do I see any practical objection to a combination to a certain extent of the commercial principle with endowment: but it appears to me that the endowment in that case must be put into the shape of exhibitions and rewards for scholarships, or for merit in some shape or other; and that it would not be very desirable to set up institutions of a *quasi* self-supporting character. It seems to me that the *stimulus* of self-interest and good management resulting from the adoption of the proprietary principle would be very much neutralized in that case by a supplementary grant, in aid, as it were, from endowment funds.

11,941. You think it would be difficult to blend the two principles together?—I think in the shape of contributions in aid of educational expenses it might be difficult; at the same time I am not at all prepared to say that it would be an insuperable difficulty.

11,942. In the case of buildings, do you think that a proprietary school could not be very well conducted, and advantageously conducted, in a locality where the buildings were supplied by an old grammar school?—I ought to have made an exception in favour of buildings as well as of endowments for a scholarship. What I looked to with apprehension was an annual grant in aid, or an annual sum paid in aid of the expenses of management. Of course, abstractedly considered, the interest of the money expended on the buildings is to a certain extent a grant in aid; but I think it would be in a shape much less likely to lead to improvidence and mismanagement than in the other case.

11,943. Probably that would depend in a great measure upon the

degree of vigilance and control which the managers or trustees, or whoever were the body that watched over the school, were able to exercise?—Yes; but I think an annual grant, particularly if it was of an uncertain amount, would be liable to lead to some laxity of administration.

11,944. Do you think there would be no advantage in that sort of fixity and respect which is given in this country to old established institutions of every kind, from the circumstance of a proprietary school of this sort being connected with some old grammar schools?—I think that very great advantage would result from its being connected with old endowments, or even new buildings of a certain character, and particularly its being connected with other places of education by scholarships and exhibitions.

11,945. I think your Lordship is of opinion that a sort of County Board would be a good means of managing all the educational establishments within the county that were endowed, and such of the other schools as were willing to place themselves under its control?—I have a very strong impression that it might be found of very great value.

11,946. How would you propose that that County Board should be constituted?—I have an idea that a County Board might be composed partly of some of the leading persons belonging to the county and partly of the representatives of the different trusts and charities, and endowed schools now existing. That you might form a County Board composed in some such manner as the following; of the lord lieutenant, the chairmen of quarter sessions, the chairmen and possibly the vice-chairmen of the boards of guardians, and the mayors of the towns within the county, all except the first holding their offices by election, and combined with them, in probably equal numbers of that body, representatives of those different trusts, elected singly in the case of the more important and wealthy of them and elected by several of them jointly in the case of others; these endowments being grouped together for the purpose of representation either according to the class of endowments or according to the locality, as might on further occasion be found most desirable. Then I think that, as a very great proportion of endowments have been founded by persons deeply interested in the National church, the Church of England element in these foundations should be represented; and that therefore the bishop of the diocese, with perhaps the archdeacons of the archdeaconries within the county, and possibly the dean in the towns, would also be a desirable addition to the permanent and non-elected members.

11,947. Your school at West Buckland is a boarding school?—It is a boarding school with a small number of day scholars.

11,948. Which of these systems do you think the best for the sons of farmers, that of day scholars or boarders?—My own impression is very strongly in favour of a great preponderance of boarders. I think my own recollection of a public school, and further reflection, leads me to believe that the advantages of a public school can best be extended to the middle class by a system of boarders: and the best proof that it is appreciated by a certain number of farmers at any rate, is to be found in the fact that more than one farmer within reach of sending his boy as a day boy has paid the heavy extra cost of placing him there as a boarder for a longer or shorter time during his stay at the school.

11,949. I believe the annual expense to a boarder, including everything, at West Buckland is about 25*l.* a year?—About that.

11,950. I believe the tenant farmers in your part of Devonshire are not generally very large holders of land?—No, they are not generally.

11,951. Do you find that they are willing and able to pay that sum?

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—A certain proportion of them. My own impression is that they hardly yet attach a sufficient value to education to be willing to expend part of the capital to be bestowed upon their children, upon the education of those children in the manner that a very great proportion of the higher class do.

11,952. But supposing that time to have arrived, do you then believe that the sum of *25l.* a year is not so high as to exclude a great proportion of the tenant farmers from being able to send their sons for education to such a school?—I think it would exclude a certain number, but the tendency throughout Devonshire is rather to a consolidation of farms and to larger occupations, as I believe it is generally in England, wherever occupations are not already pretty large; and therefore I think that would be a diminishing difficulty.

11,953. Do you find any farmers able to send two sons at present to the school?—Yes; there are instances of farmers already sending two sons.

11,954. (*Lord Lyttelton.*) Do you generally agree in the evidence of Mr. Brereton, as given us on that subject?—Yes; I do generally.

11,955. With regard to any re-application of existing endowments, where they are or are supposed to be wholly for the benefit of particular districts, should you expect much local opposition to be encountered in the attempt to do so?—Yes; I think there would be a good deal of local opposition, but I think that the local opposition to a county scheme would be very much slighter than the local opposition would be to any other scheme on any other basis.

11,956. (*Sir S. Northcote.*) I suppose you would hardly consider that so large a board as you contemplate could manage the details of the school work?—One of the objects that I contemplated in the board's formation was the election of a limited number of county trustees to administer the local properties and the local endowments, with the addition of, say, one trustee from each endowment. As regards the management of the property of that endowment and the vesting in them absolutely the appointment and dismissal of head masters of the different endowed schools under their management, it seems to me very essential that that should rest with a small and highly responsible, and to a certain extent permanent, body. At West Buckland that has been provided for; I do not know whether with adequate legal security, but at any rate at present by the shareholders voluntarily vesting in a small body of trustees the appointment and dismissal of the head master, instead of reserving it to themselves, and placing it in the hands of the directors of the company.

11,957. Would you confer upon the county board a general large power of dealing with the various endowments of the county, or would you give them certain specific directions by Act of Parliament to enable them, for instance, to apply endowments appropriated to one school to another school, or to a new school which might be intended to supply the wants of two or three of the existing schools?—My own view would be that it would be desirable for them to prepare schemes and submit them for approval: first, for the small body, the county trustees, to prepare schemes and to submit them for the approval of the county board, and after the county board had sanctioned them, to submit them to a minister of education, or to some person responsible to Parliament directly or indirectly, to ensure, not by any means uniformity, but something approaching to unity in the principles of the administration of such endowments throughout England.

11,958. Supposing it should be found that in any particular county there were several grammar schools, having endowments in the shape

of exhibitions or scholarships at the Universities, and it was found that these schools were too small to be maintained with advantage separately, would you propose that these exhibitions or endowments should be concentrated upon a single school to supply the place of the two or three grammar schools?—I think that some of the exhibitions to the Universities might very advantageously be concentrated in a school of rather a higher class of instruction. But in that case I think, as a matter of fairness, some provision should be made for turning an equivalent sum to that of a part of those exhibitions into a shape more generally available for the average wants of the middle classes; that they should be turned into exhibitions, not to the old Universities but to some other place of education.

11,959. Then would you think it desirable that in laying down any scheme for the formation of county boards special provision should be made by the Legislature to regulate the mode in which such questions as that were to be dealt with, or would you throw them loose on the county in order that the county board might discuss them, and might prepare schemes to submit to some central authority, and if the latter, or in any case, would you give to the persons interested in the particular towns to which the endowments are now attached any right of veto?—I should not be disposed to give an absolute right of veto to the particular towns, because I think that in many cases we should see much the same effect produced as in the case of city churches, by an absolute veto to be exercised by the short-sighted local element or jealousy in particular places upon a scheme which would be decidedly for the general advantage of the county, and even in the long run of the town itself: but I think only a few leading principles should be laid down by the Legislature, and that a great deal of latitude ought to be allowed to different county boards in the preparation of schemes for dealing with the different local endowments.

11,960. (*Lord Lyttelton.*) With regard to the local opposition, do you think that with a well-considered scheme of this kind, the general feeling in a county would be strong enough to enable Parliament to deal compulsorily with these endowments in spite of the opposition of the smaller districts?—I should be inclined to think so; I think there is a very strong feeling in the country that there is an enormous amount of property either absolutely wasted or turned to very little useful account; and there is, I think, a very strong feeling springing up that better means of education are wanted for the middle class, and less expensive and centralized means for the education of the lower classes.

11,961. (*Mr. Acland.*) With reference to the endowments, do you think it desirable in some cases to capitalize endowments, with a view to getting better buildings and better sites for schools in towns, bearing in mind that while it is very important to have a certain number of good boarding-schools, that there is a large amount of day-school education which must be provided, or ought to be provided for small towns. Do you think it desirable in certain cases to capitalize endowments in order to purchase a good site?—I should think it would be very desirable in many cases to do that; I think that there is a great disposition to pay a reasonable price for a good education where the parents by paying that price can ensure getting, as one of them described it to me, a good article for their money.

11,962. You have considered the subject much, and you have, of course, had great experience: should you generally be of opinion that, given good buildings and a good managing body, you might leave the

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support of the school very much to the response of the parents?—My own impression is that it might be so left to a very great extent.

11,963. You very early called public attention to the importance of stimulating existing schools, whether public or private, by the means of examination, are you of opinion that that has produced satisfactory results in awakening parents to their responsibilities?—I think it has produced a most satisfactory result, in short, I do not believe that without some system of public examination, to which considerable weight is attached in the country, the Devon county school could have been carried on with anything like the success that it has.

11,964. Looking to the examinations as in some degree a temporary expedient intended to awaken public opinion to the importance of the thing, you would perhaps be of opinion that they would probably require to be a great deal modified in their future form and principles, and take a local character, on account of the enormous responsibility which would attach to any one corporation conducting the examination of the whole country?—Yes; my impression is that if it was only for the training of masters for the middle class and for the lower class, we want something beyond the county schools, something of a county college; that the middle class would, after a time, most advantageously determine the course of education most desirable for their own children, and for the children of their own class.

11,965. Do you think it would be practicable to establish county boards for examination as well as for the management of institutions; will you kindly state any views which you have upon that subject?—My own impression is that a confederation of county colleges would be the most advantageous way of dealing with the question, and that the really desirable thing would be to establish such a confederation, which would practically amount to something very like a university, and might be called a university to supplement, not to supersede, the University of London, just as that has supplemented, and not superseded, the old universities of the country. When I say the University of London, I do not mean that it is the university of the metropolis only—that is one of the points upon which I do not agree with my excellent friend and neighbour—it is called the University of London, but the fact is that its operations extend, not only widely over the country, but over the various colonies and dependencies of the British Empire.

11,966. Should you propose any connexion between these county boards of examination and county colleges, and the University of London?—No; my own impression is, that it would be more advantageous to found a separate confederation of the county colleges and make it into a university; in fact, the University of London, valuable as its work is, wants being supplemented by another institution, to meet the case of those who would be examined at an earlier average age and who have already embarked more decidedly in some of the specialties of their future business, without, at the same time, entirely giving up their general course of education.

11,967. You are, perhaps, aware that quite recently, but not for the first time, some suggestions have been brought forward for affiliating on to the old universities some of the national institutions for the middle class; what do you think of any such scheme as that, with reference to the county colleges of which you spoke?—My impression is that, though in particular instances it might be most desirable that those who have considerable abilities and great industry should proceed to older and higher universities, that on the whole, a middle class university would regulate, in a manner more practical and more useful,

because more adapted to the requirements of the rising generation of their own class, the education of the schools and colleges, than the older, and, if I may say so without disrespect, less practical universities could do. When I use the word practical, I mean comprising men less engaged in trade and business.

11,968. You have, in your published work, disclaimed any wish to dogmatize on the subject of the standard of education, but I think you have some views as to the most important elements of the education of persons for the practical professions, or for trade, or for agriculture, and will you be so good as to state what your opinion is?—My own impression is that it is very desirable as a matter of mental discipline that, especially in this country, where we have a language with so very few and those such very simple rules of grammar, the study of some other language should form part of the education of the middle class. And I think this not only as a matter of mental discipline, but that it is also rather desirable to mark a distinction in kind, as well as in amount, between the average education of the middle class and the lower class. God forbid that any impassable line should be drawn between the lower class and the middle class, any more than between the middle class and the higher class: but in dealing with average human nature, and average lads, I think it would be desirable.

11,969. What language would you select as most conducive to the end which you have in view?—My own impression is that French would be the most useful. I myself believe that the subtler parts of French grammar afford a very good discipline to the mind, and a very fair test of what might be called scholarship in the case of those who have only a limited number of years to bestow on their education. One must never forget that a living language has a much better chance of being kept up in after life than a dead one, and besides the knowledge of it has a certain marketable value, not, perhaps, easily defined, but very appreciable.

11,970. What are the subjects which you place next in importance?—My own impression is, that some study of Euclid, just the first elements, is a very desirable thing, but more especially as a matter of mental discipline.

11,971. Have you had the opportunity of observing how far those subjects are appreciated by the class who have frequented the school, with which you have had so much to do?—I believe that the study of French, as far as I have the opportunity of hearing (but I do not profess to have heard much) from the parents, is approved as far as it goes.

11,972. And Euclid and mathematics?—I cannot speak about Euclid. Great stress is laid by all the middle class parents that I have conversed with, on great familiarity with arithmetic, and especially with mental arithmetic, and the value of it in fairs and markets, and transactions of business would be readily appreciated.

11,973. Is there any other special subject to which you think great importance should be given in any recommendation from this Commission?—Not beyond a really sound English education. My own impression is that, in a further stage, supposing a college established to take lads after they left school, the most promising ones for the exhibitions, and the less promising ones if their parents were comparatively wealthy and appreciated the benefits of education, then some of the elements of their future business or profession might be followed up at such a college along with their general education. I believe that by a judicious management several things might be pretty practically learnt there, which are considered so indispensable by professional men and men of business, that for the sake of these things they have been

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induced to diminish the duration of general education to their sons, and of those whom they felt interested in. I mean, for instance, that book-keeping might be practically learnt, not by doing a certain number of exercises and sums, but by the lads in the college practically keeping the books of the college itself, by double entry, and performing the work, just as genuinely as they would if they were in a counting-house, and were keeping the books there. In the same way they might have facilities for acquiring, at no very great expense, certain branches of knowledge, immediately bearing upon several different departments of business and professional life; I think that that would be the case with regard to farming, and with regard to veterinary and medical knowledge, by acquiring there the first elements of physiology, anatomy, and so on.

11,974. You are now speaking of a school at the higher stage?—Yes, and above all that the masters might be trained there.

11,975. Will you be kind enough to state your views as to the best mode of supplying an acknowledged deficiency, namely, of competent masters for the kind of education of which we are now speaking?—I have a very strong conviction that the present system of Government aided training colleges is in a state of transition, and cannot long be maintained on its present footing. I hear, upon very good authority, that the present students are drawn mainly from a decidedly lower class than the students fifteen years ago were mainly drawn from, and that the proportions in some training colleges of those who were either self-supported at the training college, or nearly self-supported, to those wholly dependent upon Government aid, has just about been inverted; that whereas the large majority in the earlier times were either self-supported, or owed their support at the training colleges to private assistance, now the overwhelming proportion is found to be the other way. My own impression is, that there is no reason why the same training should not fit schoolmasters drawn from the middle class mainly (with a certain number of the ablest of the lower class, getting the benefit of their education at a lower price, owing to exhibitions and scholarships obtained by themselves), I do not see any reason why the supply of middle class and lower class schoolmasters should not be mainly drawn from the middle classes.

11,976. Do you think if those views were carried out by further consideration that the existing training colleges might properly be applied to the object of training the masters drawn from a more educated middle class who would supply the teaching power of the country?—That is very strongly my conviction, and my conviction has strengthened day by day.

11,977. (*Lord Lyttelton.*) You mean the existing buildings for training colleges might be used for the purpose of middle class schools?—No; for county colleges for the subsequent stage, and that the young schoolmasters might follow their special professional training during part of the time along with their general education; while the future veterinary surgeon, or the future chemist and druggist, or the future farmer, would be pursuing studies bearing on their future professions in the same building and along with the general education common to them all.

11,978. (*Mr. Erle.*) I think you would recommend, beyond the constitution of the central educational boards for counties or districts, that there should also be local boards for the detailed administration of particular schools? You would have local boards for the detailed administration of each?—If they were on the commercial principle of course there would be local boards, *i.e.*, of directors, representing the com-

mercial interests of the shareholders; and in the case of the others I should rather suggest a general body of county trustees, with one or more local representatives attached to it.

11,979. So that there should be no local board of managers at all?—I think so much responsibility ought to be left to the head master that I should be rather jealous of establishing a local board close to him with much authority over him. In the case of the management of property it is possible that in some instances the presence of persons in the immediate neighbourhood on the board might be advantageous; but it seems to me that would be very much met by the small body of county trustees which I proposed appointing a committee, which in the case of each separate trust or endowment would always take into its body *ad hoc* one or more members of the former local trust or a representative of the local trust. The difficulty would be met by their appointing perhaps one of their body living not very far off and the local trustee as a sub-committee for dealing with details. My own impression would rather be against local boards.

11,980. Then the master would be responsible at once to the central board?—Yes, to the central board of trustees, consisting in the case of that school of a local representative, as well as the general body.

11,981. The central board would appoint committees of its own?—That would be my view.

11,982. Then the composition of the central board becomes still more important. Do you think a very numerous central board would be desirable?—My opinion would be that a numerous "*county board*" electing a limited body of "*county trustees*" would be desirable.

11,983. Do you not think that members of a very numerous body feel less individual responsibility, and that there is danger from that?—I do not think that they would feel less individual responsibility in the consideration of the general questions to be submitted to them if the practical management were left to a small and highly responsible body elected by themselves.

11,984. Do you think they should be permanent members? You spoke just now of a plan of including in the Board of Education the mayors of towns, persons who held office for a year, and so on, who would not have time to become acquainted with it?—I think they would be pretty well acquainted with the characters of the residents in their county, and would be perfectly competent to choose desirable members out of their body,—or not necessarily out of their body,—for the very limited body of county trustees.

11,985. I did not mean to trouble your Lordship with detailed inquiries as to their composition, but I meant to put a more general question—whether you think that persons in a high position, and of authority in counties, might not have the duty confided to them of appointing a limited board, instead of including the Lord Lieutenant, who may or may not take an interest in educational subjects, the chairman of quarter sessions, who may be occupied by other duties? Do you think that persons in authority might select a most effectual body?—What I would propose is, that a pretty numerous county body, partly elective, partly official, and partly composed of representatives of the different trusts and endowments, should assemble once a year, or twice a year, for the consideration of general questions; but that the practical administration of the property, and the preparation of the schemes to be laid before them, and all the detailed work, should be confided by them to a small body whom they would appoint, and whom they would of course select on account of the interest they felt in education, and their general character and ability.

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11,986. Would you consider the inspection of these schools important?—Very important.

11,987. That would impose the duty on the central board of appointing the inspectors also?—Yes, certainly.

11,988. Do you think that the central board should be subject to any superior authority for any purpose?—You mean the county board. I think that it ought to be subject to a slight amount of control in London, but I should not seek uniformity of detail in the administration of the different counties provided there was a reasonable amount of unity of principle.

11,989. I suppose you would constitute schools in different localities in a different manner if they were in a large town or in an agricultural position?—Yes, I think I should; in short, I should leave very great discretion to the local bodies dealing with the whole question.

11,990. For what purposes do you think there should be any superior authority competent to intervene?—I think that it is just possible that, particularly in smaller counties, some very influential person might take up some particular crotchet, and might carry the county with him, diverging from the general practice and wishes of the neighbouring counties to an extent that might perhaps be undesirable.

11,991. Supposing, for instance, that the directions as to the religious instruction of the school should become matter of great dispute, speaking of one subject, which is to be apprehended, should you think there should be any superior authority competent to intervene or to determine any question in dispute between the county board and the objectors to their orders?—That is exactly one of the cases which I had in view in my previous answer. I think it is desirable that there should be a certain amount of central control with regard to such questions.

11,992. Supposing there is to be a superior board which may be appealed to for any question in dispute, in whom would you repose that duty?—In a minister of education, under whatever title he held the place, in the responsible government of the country.

11,993. A minister of education to be constituted, or on the Committee of Council for Education as at present, the President of the Council, or in whom would you propose to vest it; have you considered that?—I cannot say that I have considered that in detail, I only take it for granted that there must be considerable interest felt in so very important a question by the responsible government of the day, and that, either under the present names, or under some other name, a minister of education extending his control, but only a slight control, to the middle class must be recognized.

11,994. (*Lord Taunton.*) Perhaps it would be sufficient to state generally some control provided by the Government?—Yes, which would be responsible to Parliament.

11,995. (*Dr. Storrar.*) Among the subjects which you would propose to have taught in these agricultural schools, have you thought of political economy or social science, as it is called, as being at all adapted. I do not know whether you are aware that in some of the schools in the metropolis, particularly those under the eye of Mr. William Ellis, it has been made a great point of?—Yes, I have heard of it, and I have always felt that some knowledge of the elements of political economy would be of the greatest value, not only in the education of the middle classes but of the lower classes; they both want very much enlightening in the first elements, but I am not quite sure whether public opinion, which we must greatly respect in dealing with all these matters, would at present sanction that being made, as I think it ought to be made on account of its own merits, a matter of general instruction in schools and

colleges; indeed I believe we may go higher than the lower and middle classes, and go up to a higher class in many cases.

11,996. Those who advocate it very much, you are aware, advocate it not only for its political utility but on the score of its being a useful element for both mental and moral discipline?—I am quite willing to believe that.

11,997. I presume I understand you correctly in inferring from your evidence that you would give a decided preference to persons of all conditions that are capable of paying, paying for the education of their children, instead of giving it to them for nothing?—I am very strongly indeed of that opinion.

11,998. You feel that it would raise in the minds of the people the real value of education from the circumstance of its having a price?—Most decidedly, and in short I think that in some cases, while a great deal of good instruction is given to the children, a very bad education is given to them and their parents by the indifference which large eleemosynary aid teaches them to feel about education.

11,999. (*Lord Lyttelton.*) We should be glad of your opinion on the way in which the Oxford and Cambridge local examinations are working in respect to the middle classes?—I think they are doing a great deal of good, and that they are becoming more and more appreciated. I think Mr. Brereton stated,—if not, I can state it now,—that some parents, by no means the wealthiest or the most indifferent to money among the parents of the boys at West Buckland, have been putting a pressure on the master to include their children in the lists of those who are to be examined, notwithstanding the fee that is charged for examination.

12,000. (*Lord Taunton.*) I think West Buckland is a local centre?—We have made it so from the beginning.

12,001. (*Lord Lyttelton.*) Do you think there is any material imperfection or risk attending that system?—My own impression is that it places in the old Universities an amount of control of the kind and direction of the education of the middle classes, which I think the middle classes, especially after a trial, would exercise more advantageously for themselves; and I myself think that the A.A. degree is in some danger of being confounded by the self love of its holders, and the ignorance of others, with a very different thing, the B.A. degree, which implies not only a certain amount of scholarship, but a residence at the University and a course of college life. I heard from the highest authority only yesterday that where University degrees were mentioned as a condition for some office, I forget what, a certain number of candidates stated themselves to have taken a degree at Oxford on the strength of their A.A. degree.

12,002. (*Lord Taunton.*) When you speak of a system of county education, do you believe that it would be proper to combine with the education of boys also the means of a good education for girls of the middle classes?—I have the strongest conviction of the great want of better schools for the education of girls, and when I first moved in the matter about boys it was with a very strong feeling of an at least equal want of improvement in girls' education, particularly of the middle classes, and with a hope, which at that time the state of my eyes justified me in entertaining, that when I had seen my way to a certain amount of improvement in that of the boys, I might be able to move with regard to that of the girls.

12,003. Do you believe there would be any practical obstacles of a formidable nature that would prevent the combination of a system of sound education for girls of the middle classes in every county in Eng-

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land with that of boys under such a system as you have described?—I have always thought that some of the endowments now exclusively applied to boys, or other endowments, as I said before, either nearly useless or worse than useless, might, with the greatest advantage, be applied to encourage and promote the better education of girls of the middle classes. My own impression is, that the rising generation of girls of the middle classes is far worse educated, I do not say less instructed, than their grandmothers were. I mean, that if better scholars, they are less well trained for the duties of wives, mothers, and heads of families.

12,004. In what way do the daughters of small farmers get such an education as they do now get in your own neighbourhood; do they go to the National schools, or in what way do they obtain it?—A certain number go to the National schools at an early age, and they go to cheap boarding schools, of which, in general, I have not heard by any means a favourable report, though I cannot pretend to say I have as yet looked carefully or accurately into the question.

12,005. Do you think the families who send their boys to good schools if they were established and properly looked after in a county would be willing to send their girls to similar schools if they had an established reputation and were acknowledged to be good schools?—My own impression is, that they would thankfully do so if they had good reason for believing that they were really good and useful schools. From what I have seen, as a member of Parliament for large constituencies, living a good deal in the country, my own impression is, as I said before, that the education of those who are already young women, and of the rising generation of girls of the middle class is inferior, though their instruction may be in some cases rather higher, than that of their mothers, and especially their grandmothers.

12,006. Is there any other observation which you are desirous of making to this Commission?—I think not.

APPENDIX.

5, South Audley Street, W.
28th June 1866.

SIR,

I HAVE to request you to bring this letter before the Commissioners at their next meeting, and to ask them kindly to take the suggestions therein contained into their consideration, or at least to allow it to be printed as part of my evidence, unless they see some grave objection to so doing.

I will not trouble them with a word in proof of the desirableness of giving all reasonable encouragement to candidates to profit by the Middle Class Examinations recently instituted by our two great Universities, as I have already given at length in the body and appendix to my pamphlet on "Public "Schools for the Middle Classes," my reasons for believing some such examinations, conducted by some such competent, disinterested, and independent authority to be of the greatest value, both to good schoolmasters and scholars, as furnishing at once a standard for the aim of the former, a test of the attainments of the latter, and a stimulus to the exertions of both. I will only remark that the number of candidates for examination, though steadily increasing year by year, is still reckoned by hundreds only, instead of by thousands, in each University, and therefore hardly bears any appreciable proportion to the tens of thousands of the great middle class annually reaching an age when they ought to be, though it is to be feared comparatively few of them are, capable of passing such an examination; and if capable, ought gladly to avail themselves of such cheap and easy means of obtaining certificates of their competence. Such being the case, I venture to suggest that the

Commissioners might probably with great advantage recommend that, in conformity with the practice already adopted by the Courts of Law and the Society of Apothecaries, Government should accept the certificates of the two Universities as an equivalent or substitute for the preliminary or testing examination of the Civil Service Commissioners. I can conceive no more effectual mode of making known the sense which I believe is really entertained by most of our leading public men of the soundness and utility of these examinations, and of impressing upon the public at large the practical value of these certificates. I may mention that I waited the other day on Lord Granville at the Council Office, with Sir J. Boileau, who has taken a deep interest in the establishment of the Cambridge Middle Class Examinations at Norwich, and requested his Lordship to consider the propriety of moving his colleagues to sanction the step indicated above, when he kindly promised full consideration for our suggestion. Since that he and his colleagues have resigned office, but I cannot doubt that its official recommendation by the Royal Commissioners appointed to inquire into Middle Class Education, would have great weight with any Government, if they could be persuaded to incorporate it into their report.

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With many apologies for this long intrusion upon the valuable time of the Commissioners,

I remain, Sir,
Your faithful and obedient servant,
FORTESCUE.

P.S.—I cannot close this letter (long as it is) without adding one word about the Devon County School. Within the last few days the Duke of Bedford, whose princely donation of 10,000*l.* to the Bedford County School, now establishing, has probably been mentioned to the Commissioners, has with characteristic munificence, promised me 1,000*l.*, to be applied at my discretion to the benefit of the Devon County School, in addition to shares in that school to the amount of 250*l.*, which, as I believe, Prebendary Brereton stated he had previously presented to me for the same purpose.

CHARLES SAVILE ROUNDELL, Esq., called in and examined.

C. S. Roundell, Esq.

12,007. (*Lord Taunton.*) You are a barrister-at-law and fellow of Merton College, Oxford?—Yes.

12,008. You are also one of the governors of the Giggleswick school and also of Dulwich College?—Yes.

12,009. I believe you have paid much attention to the state of Giggleswick school?—Yes.

12,010. Will you have the kindness to give us a succinct statement of the late proceedings and actual condition of that school?—I will first speak about the condition of the school, because I can dispose of that at once. There have been dissensions in the school, that is to say, between the head master and the board of governors, who until lately were a body of eight trustees, inhabitants of the parish of Giggleswick. Owing to these dissensions, and the want of a more enlarged constitution of the school, things some time ago had practically come to a dead lock. In consequence of that the Charity Commissioners intervened, and at the beginning of last year they appointed 10 new governors, who were taken from within a radius of 30 miles from the school, principally country gentlemen in the neighbourhood, and as far as possible University men. I came in with the rest upon that footing.

12,011. As a proprietor?—As the son of a proprietor. I think I have answered the question so far sufficiently about the condition of the school. I have explained that there have been unfortunate dissensions, from which however, I trust, the school is now in a fair way to recover.

12,012. Has your own experience of these circumstances induced you to believe that it is not an advantageous thing for a school like

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Giggleswick to be under the exclusive management of trustees who reside in its vicinity?—Decidedly. I think that there should be a local element, but I have a very strong opinion with reference to the question put.

12,013. In what way do the evil effects of such a system of management show themselves?—I think the governors see and know too much, and there is the risk of course of cliqueishness; it is hardly necessary to add that you have not the same chance of getting men of independence and of high education. An educated man in the position of a head master has a right to require that his reputation and prospects in life shall be in the hands of persons not only well-intentioned, but also above the suspicion of partiality.

12,014. Is there any particular mode in which the evil effects of this contracted system have shown themselves? for instance, do you think that the interests or supposed interests of the immediate locality are attended to in a manner that is prejudicial to the more enlarged interests of the school and of the neighbouring country with reference to education?—I should think so. As regards Giggleswick, I am anxious to bear my testimony that every credit is due to the local governors for their attention to the particular interests of the school, but I think that there was that which may be summed up as the want of a greater general independence of local ties, of a more enlarged appreciation of modern educational requirements, and also that there was the want of the presence of more men of University position. I think it would be sufficient to say that.

12,015. I believe Giggleswick is a school with very large endowments, is it not?—About 1,200*l.* a year, gross.

12,016. Is the education that is given there to the boys gratuitous?—It is gratuitous.

12,017. What is the nature of the education; is it an ordinary classical education, or is it of a lower description?—It is of the ordinary classical description. The course of instruction was enlarged by the Court of Chancery in 1845. It is the case of an ordinary grammar school upon an enlarged footing.

12,018. What are the qualifications for admission; must they be resident in any particular locality, or is the qualification open to all comers?—There is a peculiarity in that respect about Giggleswick which it is desirable to mention. There is no restriction in the original charter of King Edward the Sixth, and it is a point upon which the inhabitants pique themselves, and it is to their credit, they pique themselves upon the school being open to all alike; also they are very anxious to avoid any invidious distinction between rich and poor, between paying and non-paying boys. It is a peculiarity in their case that they do not stand out for the local restriction; I will not say that they do not at the bottom, because I may presently have to observe upon that.

12,019. Perhaps you will have the kindness to give us a description of the school?—By the charter of Edward the Sixth the school was to be open generally; by that charter the school was established for the instruction of children and young men, generally, without limitation. It was established as a "free grammar school," and it is upon that (the term "libera schola grammaticalis,") and upon the usage, that the claim to the non-imposition of capitation fees rests. When the case came before the Charity Commissioners about two years ago, they appointed a new body of governors, and sent down a scheme for the consideration of the board. The first meeting that was held was in September 1864. Since that time the governors have held repeated meetings on the sub-

ject. I may sum up what took place by saying that the scheme has received the most careful consideration of the governors; it has been amended from time to time. Communications have been made from time to time with the Charity Commissioners, and ultimately we succeeded in getting almost every point that seemed desirable for the good of the school and in the interests of education agreed to. We found that the old body of governors, the local governors, acted most harmoniously with the body of new governors. That brings us down to July last, in which month the Charity Commissioners sent down the scheme as agreed to between the governors, the bishop of the diocese, and the head master, with the assent of the Charity Commissioners; they sent it down for provisional publication. That was done. As soon as it was published, the inhabitants of Settle, Settle and Giggleswick being together——

12,020. What is their area?—I rather think that a radius of six miles from the school-house would include all parts of the parish. It contains 18,419 acres. The population according to the census of 1861 was 3,187. They held a meeting and sent a memorial to the governors and to the Charity Commissioners protesting against the imposition of capitation fees.

12,021. I presume by that that capitation fees were constituted part of the new scheme?—Yes; I ought to have mentioned that it was a material part of the new scheme that the governors should be empowered to impose a fee of not more than 12*l.* per annum for each boy in the school.

12,022. That is for board and education?—No; the charge for boarders would be additional. Power was also reserved to the governors to remit fees wholly or in part in such cases as they might think deserving. In connexion with that, I should also mention that we took power to award a certain number of scholarships tenable at the school after examination to boys under the age of 12 years, and not exceeding the annual amount of 20*l.*; and we also took power to award exhibitions tenable after leaving the school for a period of not more than four years, not exceeding the annual amount of 60*l.* each.

12,023. (*Sir S. Northcote.*) Was that capitation fee of 12*l.* for general instruction or instruction in special subjects not included in the original foundation?—To include everything. Upon that the inhabitants joined issue, not upon the amount of capitation fee, but upon the question of fees or no fees.

12,024. (*Lord Taunton.*) They wished the education to be absolutely free?—They wished the education to be absolutely free. If you will allow me, as it is very important, I will read the form of the resolution of the inhabitants bearing upon that subject, dated the 3rd of August last:—"It was resolved, that, inasmuch as the Giggleswick Free "Grammar School of King Edward the Sixth has been free for upwards "of 300 years to all classes, and has notably been of great value to the "poorer and middle classes, many of whose sons have filled and are "filling situations in life for which they could not have been fitted "without its help, and very many of whom could not have been sent to "the school at all if any capitation fee had been imposed, this meeting "is strongly of opinion that the introduction of any capitation fee would "entirely alter the character of the school as intended by the founder, "and is highly objectionable." They sent that resolution to the Charity Commissioners and to the governors. The next step was this:—The governors at their next meeting determined to invite the inhabitants of Giggleswick and the neighbouring parishes to a public meeting, at which a deputation from their body should address the

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meeting, with the hope that when we had the opportunity of stating the provisions of our proposed scheme, which we thought were not quite understood, and in particular of pointing out the remedial provisions of the remission of fees and the scholarships and the exhibitions, we might be able to conciliate the inhabitants and to overcome the only obstacle to the final settlement of the scheme upon a good basis. That meeting was accordingly held in the court-house at Settle. It was numerously attended. I think, if I may be allowed parenthetically to say so, I shall not be troubling you with unnecessary details if I describe the composition of the meeting. It was this: in the front there were about 30 persons in a superior position; behind them the room was filled with small tradesmen, and other respectable persons, several of them in working clothes, who were strongly opposed to the capitation fee. One of the governors addressed the meeting at considerable length, for nearly two hours; he was advised to go fully into the question with the hope of effecting the object which I have mentioned, and not to be afraid of citing the educational authorities, and in fact putting forward the case of the governors as fully as possible. That was done. I mentioned just now the composition of the meeting, because I was very much struck with it. These arguments no doubt were above the heads of many of those persons. They were opposed to every word that was said, and yet I may say practically that for two hours they listened intently without interruption. I very much doubt whether you would elsewhere find such a disposition to show fair play, and such hard-headedness and shrewd intelligence as that fact brought to my mind. That was followed by a counter speech on the part of the spokesman of the inhabitants, an attorney of considerable ability, who put forward the common popular arguments, and so carried the meeting away with him. They vociferously applauded him. When the question was finally put to the inhabitants (to adopt the newspaper expression) a "forest of "hands was held up." There was hardly any one to support the governors. I can very briefly conclude what I have to say on the history of this controversy. The inhabitants appointed a deputation of their members to meet the governors at their next meeting, in the hope of arranging a compromise. A deputation from the inhabitants at, I think, two consecutive meetings of the governors attended. Their first demand was, I think, for 50 free admissions. They came down to 35 free admissions in a limited area, limited to the parish of Giggleswick. When I speak of Giggleswick it includes Settle. I said just now, in answer to a question of Lord Taunton's, that I thought that at the bottom the inhabitants or some of them really did wish for the local restriction, and I say that, amongst other reasons, on this account, that when the governors returned as their answer to that deputation that they would be willing to give 30 free admissions unlimited in area, the deputation came back and said, "No, if the area is to be unlimited "we cannot consent to anything less than 40, but we are willing to "take 30 with a limited area." I am bound also to add that a small portion of them were of a contrary opinion, and wished it to be unlimited. A minority of the governors, of which I was one, strongly resisted and did everything in their power to resist what they thought to be a fatal settlement of the question, and when it came to the final determination amongst the governors whether 30 free admissions should be given, with an unlimited area, subject only to an examination graduated according to age, and as regards its standard on a level or identical with that which we should expect from other boys of the same age whether they paid or not, the minority of the governors intimated that if that resolution was carried, as in their opinion it would be a fatal viola-

tion of sound educational principles, they should ask leave to enter their protest on the minutes. That resolution was carried by a narrow majority, and the minority protested. I should wish, if I may be allowed to do so, to put in a document which is of some importance, which gives a connected history in print of what I have been stating, together with the protest of the dissentient governors, and a memorandum by Sir James Kay Shuttleworth, also one of the governors, who was on that occasion in the chair, in support of the view of the majority, and in opposition to the protest of the dissentients.

12,025. Will you have the kindness to read that protest?—"We, "the undersigned, being governors of the Free Grammar School of King "Edward the Sixth, of Giggleswick, in the county of York, desire to "record upon the minutes, for the information of the Charity Commis- "sioners, our dissent from the proposal to admit 30 boys to the "school free of expense for (amongst other) the following reasons:— "1. Because free admissions, given indiscriminately without reference "to merit, involve a waste of school funds, inequitably relieve some "parents at the expense of others, blindly confound rich and poor, the "deserving and the undeserving, are of questionable benefit to the "recipients themselves, and are opposed to principles confirmed by "educational experience, and recognized in recent legislation. 2. Be- "cause capitation fees are the hinge of the proposed new scheme; upon "the faith of the fees the stipend of the head master from endowment "is fixed disproportionately low; upon the fees depends mainly the "ability to provide scholarships and exhibitions; because, moreover, "the number of proposed free admissions virtually exhausts the power "reserved to the governors of remitting fees discriminately, and thus "the main plan of the scheme in its distinctive and most beneficial "features will be seriously impaired. 3. Because, after full deliberation, "all the school authorities, namely, the governors, the bishop of the "diocese, and the head master had been agreed, with the assent of the "Charity Commissioners, in rejecting free admissions. 4. Because, "even those among the inhabitants of Giggleswick who might obtain "free admissions would benefit much less by free admission to a second- "rate school than they would by admission to a first-rate school brought "close to their doors at a moderate rate of payment, while the rest of "the inhabitants and parents from the West Riding at large would mani- "festly be sufferers by any measure which should lower the character "of the school in the interest of the few." That was signed by six governors out of the 18.

In reply to that protest Sir J. K. Shuttleworth drew up a memorandum which was as follows:—

MINUTE of Sir James Kay Shuttleworth's reasons for supporting the decision arrived at by the Governors of the Giggleswick Free Grammar School at their meeting held on the 21st October 1865.

"The undersigned having been in the chair at the meeting of the "Governors of the Grammar School of King Edward the Sixth of "Giggleswick, in the county of York, held on the 21st October, and "having then abstained from expressing any opinion on the subject "under discussion and from voting, desires to record on the minutes, "and for the information of the Charity Commissioners, his reasons "for thinking that the decision of the Governors on that day ought to "be embodied in the new scheme.

"1. Because as the Free Grammar School of Giggleswick has, in all "times past since its foundation, been open without capitation fee to all "the scholars which it had received from an unlimited area, the con-

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"tinuance of such an ancient usage cannot properly be described as a "waste of school funds, but might rather be defended as having been "originally intended to secure to the children of parents, either too "poor to pay for their education or too apathetic to do so, free admis- "sion to a school which, if well conducted and adapted to their wants, "would be an unquestionable benefit.

"2. Because the inhabitants of Giggleswick have good reason to "expect that the governors and Charity Commissioners will give due "weight to their desire that a privilege, derived from the founder of the "grammar school, shall not at once be swept away, especially when "they evince their disposition to meet changes brought about in the "lapse of time by limiting the number of scholars entitled to free "admission.

"3. Because, if the scheme be drawn so as to set aside alike the "intentions of the founder, the wishes of the inhabitants, and the "decision of the governors, the appeal of the inhabitants to the Court "of Chancery will be likely to cause the confirmation of so ancient "a usage.

"4. Because, the proposed modifications in which the inhabitants of "Giggleswick and the governors are in the main agreed, will, by an "entrance examination, secure a reasonable proficiency of the scholars "graduated according to age.

"5. Because, further, as the school becomes more attractive, compe- "tition will be ensured among the candidates for free admission in "proportion as their numbers exceed 30.

"6. Because, if the governors are enabled by the Charity Commis- "sioners to build a boarding-house, and to provide a play ground, the "capitation fee for the 30 scholars proposed to be admitted free, will "cease to be an indispensable part of the resources required to promote "the greater efficiency of the school (by improving the emoluments and "increasing the number of the masters), but these resources will be "obtained from the profits on the payments of boarders. Whereas if no "boarding-house be built, the scholars attending the school must in the "main be derived from a limited area around the school, and the present "resources are sufficient for their education.

"7. Because, even if these capitation fees were indispensable to this "form of improvement in the school, the wish of the inhabitants is to "retain for the class for whom it was intended a part of the privilege "of the free education granted by the Founder, rather than to provide "a better education for those who are both able and willing to pay "for it, to the exclusion of the class for whose benefit the school was founded.

"8. Because the plan embodied in the scheme of leaving the remis- "sion of the capitation fee to the governors is open to abuse by "favouritism, and otherwise so liable to error in its administration as to "make it likely to become the source of much discontent.

"9. Because, when the privilege of free admission was excluded from "the new scheme, otherwise than by the exercise of this very ques- "tionable discretion on the part of the governors, that scheme was "known to be subject to the approval of the Charity Commissioners, "who would prepare it for publication in order that the wishes of the "inhabitants might be ascertained.

"J. P. KAY SHUTTLEWORTH.

"October 26th, 1865."

12,026. Was the school wholly a day school, or were there any boarders attached to it?—The school is limited by the scheme of the

Court of Chancery, in the year 1845, to 60 boys, but the head master and the usher or second master are each allowed to take 10 boarders. That would give 80 in all at the outside; but I should also mention that there is nothing to prevent boys from a distance lodging in Settle, which is the case in some few instances, and which I need not say is mischievous to the last degree, because they lodge with persons not as yet licensed by the governors, persons in a humble position in life, such as a school servant, a petty tradesman, and so on. I say advisedly that that is a most mischievous system; and I would mention one fact which we were informed of the other day—that in one of these houses the passage to the bedroom of a boarder is through the bedroom of the people of the house, or *vice versâ*.

12,027. Will you have the kindness to proceed with your narrative of the proceedings with regard to this school?—After the decision of the governors and this protest the inhabitants held a meeting, and unanimously determined to reject capitation fees altogether, and to appeal to the Court of Chancery. That was towards the end of October last. Then we determined to wait for the decision of the Court of Chancery in the Manchester and Berkhampstead school cases. We held a meeting about 10 days ago to consider what steps should be taken. This was after the judgment in both those cases.

12,028. What was the effect of the judgment in those cases bearing upon this case? What point did it decide?—I looked carefully at those two cases, and I had to consider what proposal I should make at the last meeting of the governors.

12,029. We have not yet before us what those cases were?—I was going to mention that. I had to consider those cases with a view to determine what proposal to make which we could hope to carry in the Court of Chancery; and the points that I made a note of, which I thought were deducible from those two judgments were practically as follows:—That, in principle, the free character of the school would be maintained, that there would be a great reluctance to make an inroad upon it; secondly, that you could deduce no principle whatever from the judgment which would be a guide to trustees as to their action in such a case. The only approach to a principle seemed to me to be a rough consideration of the population and circumstances of the parish and neighbourhood. In fact, the main point which the Court of Chancery looks to is the claims of the vicinage. Next, that, though the Court of Chancery will not sanction, or is very reluctant to sanction, any inroad on the free character of a school beyond what it considers absolutely necessary, yet that it will sanction the imposition of capitation fees within certain limits; a course manifestly inconsistent with any strict interpretation of the term "free" school. Next, that within certain limits the admission of "free" boys may be by competitive examination. I say within certain narrow limits. Lastly, that the Court will not recognise any distinction, in the matter of free admissions, of wealth or poverty, nor any claim for an exclusively commercial education. Those, I think, were the points upon which I framed the proposition which I beg now to lay before you. The proposition which I determined to propose at the last meeting of the Board, had in view the dropping of the proceedings before the Charity Commissioners, and the instituting proceedings for a scheme in the Court of Chancery. This course was rendered necessary by the action of the inhabitants. They threatened an appeal to the Court, and it thus became politic for the governors to secure the conduct of the case by taking the initiative themselves. My proposition was as follows:—

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"That the following proposals in respect of capitation fees be taken into consideration as a basis for a scheme, namely :—

"1. Fee paid by all (except free scholars) not exceeding 8*l.* for boys under 14, and not exceeding 12*l.* for boys above 14 years of age.

"2. Free admissions, limited to persons resident within four miles from the school, 15. (I thought it impossible to go to the Court of Chancery with less than that.)

"3. Free admissions, unlimited in area, 15 ; given by competition. (That I felt no objection to, because I regarded these free admissions, upon the principle of competition, and with an unlimited area, as *pro tanto* so many scholarships to be awarded to merit.)

"4. The free admissions to cover the fee which would otherwise be payable under the regulations to be made by the governors for the general management of the school."

That was to preclude any fear of favouritism on the part of the masters towards paying boys as distinct from the free boys. I made that proposition to the governors in the belief, as I stated, that if we went into the Court of Chancery we could hold our ground, and that the scheme so based would not infringe any important principle. I need not say that I had the fear of the Court of Chancery before me. It is not what I would have wished to propose *à priori*, but what I felt constrained to propose in the present state of the law.

12,030. By whom were those decisions to which you have referred given ?—By Vice-Chancellor Wood. I beg particularly to say that my remarks have no reference to that distinguished judge, but to the law which he has to administer. That was met by an amendment to this effect, that we should not proceed before the Court of Chancery, that we should go on with our proceedings before the Charity Commissioners, omitting altogether out of our scheme the clause bearing upon the capitation fees, with a salvo of the utmost importance, that it was to be clearly understood that it would be open to the governors, or to the inhabitants, at any future time to deal with that question as they thought fit. That amendment was carried, and I think that in the present state of the law it was perhaps the best thing to do. We avoid a bad settlement. We are perfectly free to deal with the subject when this Commission has reported, and when, as I hope, legislation has followed. That I think completes the history of those proceedings.

12,031. You appear personally to have a very strong feeling against free admissions ?—Yes, I think them most pernicious.

12,032. Do you think that it would be objectionable in principle, where the funds of a school can afford it, to have a certain number of free admissions, to be given either by competition, or in some instances for the sake of poverty even to boys without competition, at the discretion of governors or some responsible authority ?—I would ask to be allowed to answer that question shortly in detail. It is one of the points on which I was anxious to speak. Perhaps before I answer your question I may be allowed, from such experience as I have had at Giggleswick, to express the strong opinion that I entertain of the absolute necessity of dealing with this question of free education in the most decided manner. Local trustees can do nothing in the present state of things. We have tried it in the case of Giggleswick ; we have had as good a board of governors as possible, and the case has been as fairly tried as it could have been, and yet we have been hopelessly beaten, and so I am convinced it must be until a strong expression of authoritative opinion is given, if this Commission thinks fit to do so, and legislation follows. In the present state of things, with the Court of Chancery in the background, local trustees have their

hands bound behind their backs. I cannot too strongly express, if I may be allowed to do so, my own conviction of the absolute importance of that question being dealt with thoroughly and conclusively.

12,033. Will you have the kindness to state any reasons which may occur to you in support of that view?—I think it is enough for me to say this, that it has been tried as fairly as it could be at Giggleswick. We have persons like Sir James Kay Shuttleworth and others on the board who are interested in education. Everything has been done I am convinced that the trustees can do.

12,034. You are begging the question that it is an evil. I want to know why you think a certain number of free admissions are a positive evil?—I think that the reasons contained in the protest on the part of the dissentient governors, which I read just now to the Commissioners, would practically express my opinions on the subject.

12,035. Are there any other statements which you would wish to make to us about this school?—Perhaps I may be allowed to answer a question which your lordship put to me just now before my digression. I think what one has to look to in these grammar schools is to guard against the recognized tendency of all these schools to rise in the scale of education, in other words, one must pay careful regard to the proper interests of poor men. Of course everybody must earnestly wish that ability in whatever sphere of life, however humble, should have its opportunity. Then how is that to be provided for? It seems to me that it will be best provided for in this way; first of all, simply abolish free admissions as such, because I cannot understand why, when sons of poorer parents have to pay one-third of the charge of 30*s.* a year to the National or elementary school, why, I say, the sons of parents in a higher position in life are to get their education for nothing as charity, and it also cripples so much the resources of the school. Then what I would look to, to secure the rights of the poor, would be this; I would recognize local claims to a certain extent, I think one ought to do so. Usage and engrained English feeling are in favour of it. Then I would say let a reduced fee be paid by the sons of the inhabitants of the parish in which the school is; such a fee as 3*l.* or 4*l.* a year: such a fee, in fact, as would be paid at a private establishment, with all its inferior advantages. Also, I think that further security should be taken in this way, that in these grammar schools there should be a lower and a higher course of instruction, not two schools as a general rule, but one school. In the lower forms, compendiously, an English education; in the upper forms the English education further developed, with all opportunities, (in the case of the more highly endowed schools, and for those who desired it,) for higher classical instruction; in addition to that, the award of scholarships tenable at the school. I have a doubt about exhibitions, whether, looking to the class of boys, and to the best husbanding of the school resources, it is not a waste of school funds to give a large sum like 60*l.* a year for a boy at the University. Then I would also look to the recognition of what seems to me to be a most important principle, I mean the drafting system: that you should regard all education in the country from the elementary schools up to the Universities as so many links in a graduated series, and that power should be given to the governors to admit to these grammar schools freely without charge boys from the elementary schools, so as to enable a poor boy, if he has the proper ability, to rise from the elementary school and go to the University, and attain to whatever position in life his abilities fit him for. It seems to me that in the reformed state of the Universities, with open scholarships and fellowships elected to by merit,

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there is everything in favour of that, and still more if the extension of the Universities in a national sense is carried forward.

12,036. So that a boy could win his way according to that system from the lowest means of education up to the highest?—Yes; then there would be the question whether there should not be the power also in the governors within certain limits to remit fees in proper cases, having regard I mean to persons socially higher, but really, when you come to speak of poverty, as poor or poorer than persons in a relatively lower social position. I would therefore contemplate the remission of fees in proper cases within certain limits, and I do not think that it is substantially obnoxious to the charge of abuse by favouritism, which is alleged against it. I think that that may be provided against. Therefore, to sum up that part of the subject, it seems to me that the only sure way to guard against the tendency of these grammar schools unduly to rise is by the reduction of fees in the case of persons on the spot, and by having regard to the bifurcation system, to a course of English instruction in the lower forms which boys who are going into trade would complete at 14, and it seems to me that in that way you would effectually carry out the object of securing the rights and interests of the poor, which you cannot do by any such expedient as remission merely, or by fanciful or complex devices.

12,037. (*Sir S. Northcote.*) Do you think it would be desirable to embody in an Act of Parliament detailed provisions for the purpose of accomplishing such matters as you would desire to see accomplished, or would you have a General Act of Parliament empowering boards of governors to deal with schools and trusts in the way that you think desirable without being subject to the present restrictions imposed upon them by the decisions of the Court of Chancery?—I am inclined to think that the only way to deal with the question would be summarily to abolish free admissions altogether, and then having done that, to invest the Charity Commissioners, who seem to me to be a body very much better fitted to deal with these subjects administratively than the Court of Chancery can possibly do, to invest the Charity Commissioners, I say, with larger powers, having once for all cut away the ground of free admissions.

12,038. Which you would prohibit absolutely?—I would prohibit them absolutely, for I think that, unless they are cut away root and branch, there would be a superstitious hankering after them.

12,039. (*Lord Taunton.*) Is there any other point to which you are desirous of calling the attention of the Commission?—I am very unwilling to trespass on the time of the Commission, but there are one or two points the heads of which I could briefly state. With reference to the Court of Chancery, it seems to me that the rule of the Court with respect to boarders, as in the Bristol school case determined by the present Master of the Rolls, is very mischievous. I also think that it would be desirable that Parliament should enlarge the powers already given by the Charitable Trusts Acts with reference to the appropriation of school funds for permanent school purposes. I believe that, according to the existing law, the proceeds of the sale of charity lands must be reinvested in land; and that, if such monies are allowed to be applied for building or other purposes, the charity must recoup itself within a certain time. I of course fully recognise the propriety of not lightly tampering with the *corpus* of charity property. But this principle may be carried too far; and it seems to me that, subject to proper checks, such as the consent of the Charity Commissioners, power should be given, in proper cases and within reasonable limits, to convert a part of the school

endowment, even though consisting of land, for the permanent uses of the school. For, after all, a school endowment is perhaps best utilized by being applied to the improvement and development of the school "plant;" and mischief must sometimes ensue from the rigid application of the recouping rule. I beg also to be allowed to express my opinion as to the desirability, and, I will add, the justice of abolishing those provisions, whether of the common, canon, or statute law, which unfairly (as it seems to me) press upon Dissenters. In particular, I would urge, in the interests of education, the importance of not excluding Dissenters from the governing bodies of these schools. To all difficulties and objections on this score, I would reply, "Let the thing be done, "and your fancied difficulties will disappear; *solvitur ambulando.*" Whether again the masterships of endowed schools ought not to be brought within the reach of Dissenters is a question of serious importance in the interest not only of education but of the public at large. It is my belief, from conversation which I have had on the subject with leading Nonconformists, that such a measure would operate as a strong inducement to Dissenters to seek a University education for their sons.

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WILLIAM TORR, Esq., of Aylesby Manor, called in and examined.

W. Torr, Esq.

12,040. (*Lord Taunton.*) I believe you are largely engaged in agricultural pursuits in the county of Lincolnshire?—Yes.

12,041. You farm a very large farm there?—Over 2,000 acres.

12,042. Have you been long established there?—All my lifetime.

12,043. (*Mr. Acland.*) And your family?—And my family above a hundred years before me on one farm.

12,044. In what part of Lincolnshire?—I live on the edge of the wolds, between Grimsby and Caistor, where it is a chalk formation.

12,045. I believe also that you have been much connected with the Royal Agricultural Society?—Yes, and with other agricultural societies.

12,046. Has your attention been much directed to the present means which the class of tenant farmers have of educating their children?—Yes.

12,047. Do you believe those means to be very deficient?—I think they are not what they ought to have been, there is some improvement, but not sufficient.

12,048. I believe in your part of the country the farmers conduct their business on a very large scale?—Yes; the general character of farmers in my district is that of a wealthy community, from their long holdings, and they take an education above that of farmers generally.

12,049. What would apply to them would hardly apply to the small tenant farmers in other parts of England?—Decidedly not.

12,050. Have you had some experience of the condition of the small tenant farmers in other places?—Yes.

12,051. You perhaps have formed some opinion of the means which they have of educating their children?—I have.

12,052. What do the difficulties arise from which that class of tenant farmers now experience in finding a suitable means of education for their children?—According to the qualifications of farmers I should think if you take farmers of a good position there is no great difficulty.

12,053. How do the farmers about you educate their sons?—There is no great difficulty there. They are in a position to send their sons to the very best schools.

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12,054. Are those schools to be found at no great distance?—There are generally some schools more from home.

12,055. Can you instance any school?—We have one grammar school in Lincolnshire, near me, at Louth, which takes a great many farmers' sons.

12,056. What is the expense of education at this school?—That perhaps would be from 50*l.* to 60*l.* a year.

12,057. I suppose the leading farmers in your neighbourhood are willing and able to give that price for the good education of their children?—Decidedly so.

12,058. That does not apply of course to the smaller farmers in other districts?—Decidedly not.

12,059. What should you say, taking the average size of farms, he would be willing and able to give for the education of his son?—From 30*l.* to 40*l.* a year.

12,060. Still there is a large class which cannot afford to give that?—Decidedly.

12,061. You are speaking of course of boarding schools?—I am.

12,062. What do you think, speaking generally, would be a proper education for the son of a farmer?—Am I to suppose that the farmer is a man of decent capital, 4,000*l.* or 5,000*l.* and wishes to have a farm well managed?

12,063. Yes.—The first principle of education is good arithmetic and book-keeping. Book-keeping means that accounts should be kept in a commercial form instead of simply "Paid," and "Received."

12,064. Do you mean double entry?—I keep all my books by double entry. The commercial principle need not be exactly double entry in its entirety, but it should be so as to show the cost of anything and the result of anything, not merely, "I paid so much on Saturday and received so much on Saturday," but it should be in advance of that.

12,065. I presume you would give the son of a farmer who was to receive a good general practical education what you would wish to give to the son of any other man in something of the same condition?—Exactly so.

12,066. Is there any special education which you think desirable for the son of a farmer?—Decidedly so.

12,067. What is that?—As I said, good arithmetic and the lower branches of mathematics, some knowledge of geometry, and a decided knowledge of the elements of chemistry and Latin.

12,068. You would teach him Latin?—Decidedly so.

12,069. Would you teach him Latin simply for the sake of the grammar, or would you teach him Latin to enable him to read good Latin works?—I would teach him Latin first for the sake of the grammar. All botany and all chemistry have a sort of Latin derivation. There is a sort of knowledge of Latin in everything. For instance, a man could not go into chemistry or botany without knowing the derivation and *finale* of every word; and he should know something more than the English construction.

12,070. Would you teach him French?—I think not.

12,071. Would you teach him the elements of mathematics?—Yes.

12,072. How late do you think, generally speaking, a farmer would be disposed to leave his son at school?—I think that is one of the great defects of the present agricultural education. They are taken from school too soon. I would never allow a boy to come from school certainly under 16.

12,073. Do you think he would be none the worse farmer for having

received a good education up to that period at school?—Decidedly better.

12,074. Would you attempt at school to give any special instruction of a practical kind as a farmer?—Decidedly not.

12,075. You think he could best learn that afterwards with you at home?—It would interfere with his general education and do him far more harm than good.

12,076. Have you at all turned your attention to what means could be adopted to supply this want of good schools for the children of farmers specially in those districts where they could not afford to give more than from 20*l.* to 30*l.* a year for such education?—There seems now to be only the grammar schools, which are very expensive, and the ordinary National schools which are rather low. There used to be in England a class of clergyman having boarding schools which have now nearly disappeared.

12,077. Have not proprietary schools and good private schools in some degree taken their place?—I do not think they have, exactly.

12,078. You do not find that much in your neighbourhood?—No, I do not think so.

12,079. You do not know of any good proprietary schools in your part of the country?—No; proprietary schools, as far as the north of England goes, have not been the most successful.

12,080. They have not attracted public confidence?—I think not. That is exactly it.

12,081. Now, with regard to girls, do you think there is a want of education in the case of girls?—In girls I think there is a greater want of education even than in boys.

12,082. Can you suggest any means by which that can be remedied?—I do not know that I can. I can illustrate it in this manner, that whilst the son of a farmer has something like practical knowledge in knowing how to get his own living, a girl has learnt nothing.

12,083. (*Lord Lyttelton.*) Would you give your reasons more fully for thinking that it is not well to attempt to teach farming practically before they leave school?—Yes, I am quite open to that. In the first place the position of a farm attached to a school is not a general one. It would not give a general knowledge of farming, it would only be local. The very attention of a boy to that would lead him from his studies, and when he gets home he is prone to go fox-hunting and shooting, and it is only encouraging that sort of thing. If he is at school he must be at school.

12,084. Do you believe that the children of farmers, as it is, generally do learn the elements of Latin?—Yes; I think much more now. I think in this manner that a lower class of farmers now learn Latin to what they did when I was a boy.

12,085. Do you believe that the farmers in the poorer parts of England, where the farms are much smaller than they are near you, ever get Latin taught to their children?—No.

12,086. Do you consider that boarding schools are better than day schools for the sons of farmers?—Day schools for a young boy, but a boy ought to go to a boarding school.

12,087. Will you give your reason?—A boarding school takes him from home, and he gets freer from little occupations that may induce his leisure hours to be unprofitably spent.

12,088. Do you conceive the same reasons which make that desirable for the upper class would make it desirable for the children of farmers?—Yes.

12,089. At what age do you think you would generally send them to boarding schools?—The earlier the better.

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12,090. And stay till they are about 16?—Yes; I should say a boy may stop at home till he is 8 or 9; when about 10 or 11 he ought to go to a boarding school.

12,091. You think that all the practical business of their life might be well begun to be learnt by them after the age of 16?—Decidedly so. If you let him have it sooner he neglects better work; it is more fascinating; he leaves his work too soon.

12,092. Where were you yourself brought up?—First of all I must tell you that I have been very well off since I was a boy. My people have all plenty of money, if that means anything, and the only fault I have found with my own education is that I left school rather too soon. I was educated at a common school, and when I was 10 or 11 years of age I knew all Walkingame's Arithmetic; and I could do any sum in it you could put before me at 10 years of age.

12,093. Where was that school?—It was a country school under a clergyman, a private school.

12,094. In Lincolnshire?—Yes. He taught me also a little gardening, how to grow onions and carrots, &c., &c.

12,095. Did this gentleman teach gardening?—No; we had gardens. I was a very profitable gardener. I got possessed of about a quarter of the gardens of the school before I left.

12,096. Of what age were you when you went to that school?—I was about 6 or 8.

12,097. How long did you stay there?—I remained there about four years till I got to the top of the school, and then I went to a better school. When I left I was about at the top of the school in ordinary education. I left when I was about 10 or 12, and then I went to a better school.

12,098. Where was that?—The grammar school at Hedon.

12,099. How long did you remain there?—Till I was about 16.

12,100. Do you think you did not stay long enough?—In my position I ought to have stayed later. My position was good enough for the general farmers of the county. I have deeply lamented that I did not stay longer. Afterwards I educated myself. When I got home from school I read chemistry and all that sort of thing from my own knowledge. I was a pretty good chemist when I was 25, but then that is not the lot of general farmers. It did not then apply to general education. Chemistry now is the very best thing as an elementary knowledge that a boy can learn at school.

12,101. You mean with a view to his profession of a farmer?—It opens his mind.

12,102. Do you mean that for general purposes it opens his mind and strengthens his faculties, and makes him apt to learn whatever he wishes to learn? Do you conceive that chemistry or any other branch of natural science is better in its effects than learning Latin and the science of languages?—Yes, but you must have Latin with it.

12,103. You think they are both indispensable?—Decidedly so. May I be allowed to make this observation; in learning these branches of science I think the great mistake is this, that if a boy is to learn chemistry he is supposed to go to a laboratory. Now I call that misspent time for a farmer. So long as he knows the elements of chemistry, a salt from an acid, and so forth, merely the elementary part of chemistry, he can always improve himself, but if he was taught it in a scientific manner, to analyse, and to do anything of that sort, I think that is misspent time. It is not necessary for a farmer.

12,104. Do you mean that he could learn it entirely without using his hands?—Quite enough; all that a farmer wants is without any mani-

pulation and without any laboratory. I know this, that it is wrong to place quick-lime with ammonia, or any elementary things of that sort; and that has served me through life very much indeed.

12,105. Do you believe that farmers' sons leave school, generally speaking, earlier now than they did in your time?—No, I do not think they do. They left earlier when I was a boy, but they still leave too early. A great many farmers are now possessed of from 10,000*l.* to 20,000*l.*, and I could give you the names of many worth 10,000*l.* or 20,000*l.*, who do not know the elementary knowledge to which I have referred to. I believe I was as a boy the only person in the north of England who knew the elements of chemistry in any shape or way whatever.

12,106. Have you sent any sons of your own to school?—No; but I have some nephews.

12,107. What has been done with your nephews?—My brother, who has got a very advanced position in Liverpool, has got one son now at Rugby, and the other will go to Harrow next spring, they are, therefore, rather beyond the class of farmers.

12,108. They are not farmers?—I do not know that they are going to be farmers, unless one comes to me. I could perhaps have been the same myself, but I had an inherent idea of born a farmer, living a farmer, and dying a farmer.

12,109. As things now are, if a neighbour of yours in somewhat similar circumstances to yours was to ask your advice as to where to send two or three boys to school, what would you advise him to do?—Perhaps to send them to a good grammar school where it is well conducted.

12,110. Have you any acquaintance with Cirencester school?—Not much, but I would not recommend any one to go there. I have known many young men go there, and perhaps with the exception of a few I do not know who did any good there.

12,111. What sort of effects have you observed from what they have learnt there?—The general excuse is that they go there to learn something which they do not know where to learn anywhere else, and they often come away without learning anything definitely.

12,112. Do you think that many of the young farmers just entering upon life are aware of the defect of the education they receive, and would be alive to such improvements in it as you have suggested?—I think that now there is a better disposition for young men to think that they ought to be better educated. It so unfortunately happens that many of those young men who were not well educated, and who have become well-off in the world, are more likely to put education at a low rate; but I think there is an improvement now in the anxiety of young farmers to be better educated, only give them the means.

12,113. (*Sir S. Northcote.*) Do you think, from what you know of schools now, that the boys are kept better to work in them, or not so well to work as they were formerly?—I think they are not kept so well in the earlier drudgery of education.

12,114. Do you think they have more holidays than they used to have?—Decidedly so.

12,115. Do you think they have too many holidays?—Decidedly so. There is no question about it.

12,116. Do you think that the farmers generally are satisfied with the accommodation that is provided for their sons, and the way in which they are treated at the schools which are open to them?—Yes; I think so.

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12,117. That they get as much as can be fairly expected for their money?—Do you mean in education?

12,118. In education?—I think the parents are the very worst judges of that. The parents of most farmers, generally speaking, are not educated people themselves; and that is one of the greatest evils which the sons of farmers have to deal with—the uneducated parents.

12,119. What I mean is this: Of course if a man opens a school and provides respectable accommodation and good food and so forth for boys, and proper teaching power, it must cost him a good deal, and he must charge a fair fee. Do you suppose parents are willing to pay the sort of fee which is necessary to get their sons properly lodged and fed, and so forth?—I think that is a very important question, and I can answer it very satisfactorily, that farmers are more disposed to do that than ever.

12,120. For instance, if it is shown that in order to give proper food and so on 25*l.* or 30*l.* a year is asked there would not be any difficulty?—Not the slightest.

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12,121. (*Mr. Acland.*) Do you think they are equally anxious about the education being thoroughly good, and that they are willing to pay a fair sum for that as well as for the board and lodging?—They rely confidently on placing their sons where they will get a better education than they themselves did.

12,122. (*Sir S. Northcote.*) Do you think that drawing is of any use to the boys?—I think, as far as drawing goes, if you give a boy the first rudiments of geometry merely,—to raise a perpendicular, to make a diagram, and that sort of thing,—you give his mind the start. As to drawing sketches and outdoor drawing, if you mean that, that is merely an accomplishment.

12,123. I mean the power of representing anything that he had occasion to draw?—As far as drawing a plan and the elevation of a building goes, I think that is highly essential.

12,124. (*Mr. Acland.*) And drawing the wheel of a cart or implements?—Yes. I may say that in a general education the elementary knowledge of science, and of almost anything that is reasonable for a boy without taking them into an extreme measure, is highly essential for any young man now as a decent farmer. I think the fault of the present farmers is that they do not know the first cause, and only act from second causes; that in anything they do they merely act from effect, without ever giving their brains the thought of whether that is the effect or the cause; and all these elementary substances would teach young men to go to cause instead of to effect, and that it is not necessary for farmers to be highly educated, but that it is necessary for them that they should have the elementary knowledge thoroughly of general branches of science, with good Latin.

12,125. (*Dr. Storrar.*) Turning your view, if you please, to the humblest class of farmers, the contrast of the state of things which seems to prevail in your county, at what age do you think that class of farmers, if so disposed, would be able to retain their boys at school?—I think in that case you might, perhaps, lower it to 14. I have a very strong opinion that the present improved local schools, either national or private schools, afford an opportunity that I never had when I was a boy; so that the humbler classes, taking a man with 100 acres, whose own labour is spent on his farm, and that is, perhaps, the way of

designating what I mean, he takes the advantages of these better schools. We have within my own neighbourhood now, within three miles of my own residence, I suppose, accommodation for 500 boys, certainly within four miles, where we have large schools.

12,126. Whose school is that?—Mr. Tomline has one on the farm, of 150 boys and girls.

12,127. Is it a day school?—Yes; to this school any boy might go who was a working farmer, and get an excellent preparatory education.

12,128. Is it an adventure school, a private establishment?—Yes; it belongs to the proprietor of the estate, who endows it with everything. He has no inspector.

12,129. Does the schoolmaster depend for his income on the fees of the boys?—To about a halfpenny or one penny a week, not more; and Mr. Tomline endows it. It is a most wonderful good school.

12,130. I should be glad if you would fix your attention upon that class of humble farmers who, from a proper feeling of pride, would prefer to educate their children out of their own means, to sending them to a national school. You think a farmer of this class might keep his boy till 14. What would he be able to afford, supposing his boy were a boarder, for his education?—In that case he would hardly ever go to a boarding school at all.

12,131. What would he pay at a day school?—He would advance in this manner: he would perhaps go to this school till he was 10 or 12, and then he would perhaps afford 6*l.* a year, or 2*l.* a quarter, at a day school.

12,132. As much as that?—Decidedly as much as that. He would not grudge that. His only ambition then would perhaps be to send the boy one year to a boarding school.

12,133. (*Mr. Acland.*) Just to say he has been there?—Yes.

12,134. (*Dr. Storrar.*) In a case like that you would hardly hope to carry the boy into Latin?—No.

12,135. You would give him a thoroughly good English education?—Reading and writing; and he would go so far as a multiplication sum. He would never go into cube root or anything of that sort.

12,136. (*Mr. Acland.*) Do you not think that farmers are remarkably ignorant of the ordinary laws which regulate demand and supply and labour and profit?—Decidedly so, particularly labour.

12,137. (*Dr. Storrar.*) A class of schools have been instituted in London and its neighbourhood by Mr. William Ellis, and the object he has in view is to make the boys who come to these schools very familiar with the doctrines of trade. He considers this not only to be useful information, but useful as a mental exercise, and even as a moral exercise. You are not acquainted with the fact of political economy being introduced into grammar schools at all?—No, I am not. I would only go as far as labour. It is of very great importance that the first elements of labour should be applied. If you term that political economy, it is very essential, inasmuch as a day's wages in one district may represent a very different effect from wages in another district, and letting work by tender at so much per rod or so much per acre is a thing very much worth the notice of boys. It generally will happen that a fair regulation for letting labour per acre, per rod, or anything else, is, perhaps, the cheapest economy, although the man earns the most wages.

12,138. (*Lord Lyttelton.*) Do you think that farmers' children require better training in the knowledge of their own language, in the power of expressing themselves and writing a letter?—Decidedly so.

12,139. That should be the object of special attention in these

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schools?—Yes. It has been very much neglected. Many of the young farmers that I know, worth 6,000. or 8,000*l.*, cannot write a letter, and cannot spell, but then that is an education which existed 25 years ago.

12,140. Have you seen any improvement in that respect?—I have, but I am almost fain to believe that in the improvement of the education of farmers, whilst they have learnt how to write a letter, and how to express themselves more eloquently, and that sort of thing, the great point I go upon is, that they are not at all acquainted with the elementary parts of science generally. I do not know that there is a young man in my own neighbourhood, which is, perhaps, as well off as any community in England as far as farmers go, who could tell you a common acid from a salt; he could not tell you any single thing relative to the science with which he is connected, and I think that is most lamentable.

12,141. Would you give them a fair knowledge of the history of their own country?—Yes, of course, that is a natural consequence. Why I argued for the advancement of the knowledge of farmers is that they should be taught at schools the elementary principles of most sciences particularly that of chemistry. He is no worse for learning a little botany. Mechanics is very good, but he should be taught those subjects in an elementary manner so that he could increase his knowledge afterwards by the commonest application.

12,142. So that he should know the principles fully?—Yes; and then he could work upon them afterwards. I am totally adverse to all farming connected with school, and I think I may say it is one of the worst things that could happen to this country.

12,143. Do you conceive that, supposing education were much improved, and that there were a fair number of boarding schools throughout the country, farmers generally would be willing to send their children a considerable distance from home to those schools, as the upper classes do?—I do.

12,144. (*Sir S. Northcote.*) Do you think it is a common complaint against the grammar schools that they teach the boys a good deal that they do not want, and do not teach them a good deal that they do want?—Decidedly.

12,145. And that it would be desirable that the grammar schools should be made to teach some of those subjects?—I think the great fault of a grammar school now is that they go solely upon Latin and Greek and the prizes are given for composition merely. If I take nine lads out of ten who have been to a grammar school and ask them the commonest thing in chemistry they could not give an answer; and it is a great shame.

12,146. (*Lord Lyttelton.*) Do they teach physical science at Louth school?—I never knew a lad who came from the grammar school who ever knew chemistry; but it is a very good school.

12,147. (*Mr. Acland.*) There is another part of a man's education which, considering that farmers are to be men as well as farmers, I should like to know your opinion upon. Do you not think it is also important that a farmer should be cultivated upon some of those matters connected with human nature which are not simply things which would pay in farming but which would give him a knowledge of mankind and how to deal with other people in the way of literature?—Yes; but I understand that I came here more to represent tenant farmers. That is getting to a class rather above tenant farmers.

12,148. Do you not think that besides educating a farmer in such a way as to enable him to make money, it is also important to educate him so that he may be a good father, a good master, and a good friend;

and how would you provide for that part of his education?—I think if you advance his education that that will follow. I find fault now with the low education of farmers generally.

12,149. I think you stated just now that farmers were remarkably ignorant of the causes of the effects with which they have to deal?—There is no doubt of that.

12,150. Is it not a very common fault that they do not take the slightest interest in the scientific principles of the daily occupations that they are carrying on, that they look upon it simply as a waste of time?—They do not, generally speaking, take the slightest notice of it. It might be easily done.

12,151. The consequence is that in any endeavour to communicate information to them through journals or otherwise it is almost impossible to interest them?—They cannot express their own opinions. I go so far as that. They do not know why it is so; they only know the result. If a man says, I will furrow a piece of land he could not tell you the slightest reason why.

12,152. You trust to a good general education in Latin and mathematics?—Yes.

12,153. And you would couple with that the elements of the sciences which bear on their business?—Yes, chemistry, geometry, general mathematics, and all that sort of thing, the elementary portion of them, and I would keep them a little longer at school.

12,154. I presume you would in all cases have some religious training and teaching?—Yes, of course.

12,155. (*Mr. Acland.*) You do not anticipate much difficulty on religious questions if the schools are connected as a general rule with the Church of England, with a reasonable concession to the feelings of those who do not belong to it?—Not the slightest difficulty.

12,156. The bulk of the farmers would make no great difficulties?—The bulk of the farmers, where they become more intelligent, simply say this—"I wish my boy to be better educated than I was," and they give him the means. The great improvement in farmers is this,—I am quite certain I am speaking correctly, there is a better disposition in farmers generally to spend a little more money in the education of their boys. When I was a boy a man would grudge 5*l.* to give his boy a better education. That has very much gone away. He would now be willing to give more money.

12,157. (*Lord Lyttelton.*) Is their ability more than it was?—On fairly good farming it is; but in some districts it is not so. Generally speaking farming is a very slow way of attaining any capital, but generally speaking a farmer who has got a little money to spare, clod-headed as he may be himself, is very willing to spend a little more on the education of his children.

12,158. (*Mr. Acland.*) With regard to the progress of a boy after he leaves school, supposing he gets such a good education as you describe with a view to the awakening his mind, can anything be suggested to interest young men in improving themselves after they leave school, or would you trust mainly to their general occupations as drawing out their intelligence?—That is a thing which has often occupied my attention. I think after a lad is 16 he can avail himself of opportunities if offered. The difficulty seems to be, how you are to offer them. I know I should have liked to take advantage of them but I never had the opportunity. I generally got up early in the morning before breakfast and read if I had an opportunity of doing it.

12,159. The question is, can you offer any inducement to boys to

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incline them to do what you seem to have done yourself?—Villages are far from towns, and you have not the advantage of an evening school.

12,160. What is your opinion of farmers' clubs and debating societies?—They are pretty nearly worn out as to any education.

12,161. Do you attach much importance to them?—I attach no importance to farmers' clubs further than any subject matter that might be at the time worth talking about. I have heard much nonsense talked at farmers' clubs.

12,162. With regard to the action of the great agricultural societies, do you think they have a good effect on education?—The great benefit of large agricultural societies is by bringing together a large quantity of inquiring minds, and they are very stupid if they do not go home from that meeting with some information; as to the show of stock I do not value it much; I value the meeting of landlord and tenant.

12,163. I presume that it is right to say that success in farming depends very much on a knowledge of live stock, on a knowledge of labour, manual, horse, and mechanical, and on sound judgment in marketing?—Yes.

12,164. Do you think it important that boys before 16 should be trained at all in acquaintance with the habits of animals?—Not the slightest. He cannot know them. He never can get to know an animal, I will warrant that, till perhaps 20 or 30. A youth rarely knows animals, but one great thing is this, how to manage labour. Now a young man may learn that; he may learn by close attention in a farm as to whether it is better to give this man 2*s.* 6*d.* a day or to let him do so much hedging at 1*s.* 6*d.* a chain. That is a young man's first learning, and it is that which now is telling more upon farming than on anything else. Perhaps I know something more than my father did, but my father knew how to manage practical labour much better than I do.

12,165. Do you attach much importance to young farmers putting their hands to work themselves?—Decidedly.

12,166. At what period of their lives should that come?—As soon as they leave school they ought to do anything.

12,167. They ought to be able to do anything which they expect labourers to do?—Mostly so.

Adjourned.

Thursday, 14th December 1865.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART., M.P.
THOMAS DYKE ACLAND, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Rev. G. R. Kingdon. 14th Dec. 1865.

Rev. G. R. KINGDON called in and examined.

12,168. (*Lord Taunton.*) I believe you are connected with Stonyhurst College?—I am.

12,169. How long has your connexion with that college existed?—I have been attached to it at different times. I was there five years together at one time, and now I have just been there 18 months again, after an interval of two years.

12,170. What functions and office do you hold?—At present I am what is called the Prefect of Studies.

12,171. What are the duties of the Prefect of Studies?—He has the general superintendence of all the studies of the boys—the lower studies as we call them, that is, as distinguished from the studies of the young men who would answer to undergraduates at a Protestant University.

12,172. I believe Stonyhurst is now divided into a school and a college, is it not?—It is.

12,173. Your functions relate to the school only?—To the school only.

12,174. To what age do boys remain at the school?—There is no limit of age, I think. There are seven principal classes, and the school course consists consequently of seven years.

12,175. I believe you were formerly a member of the University of Cambridge?—I was.

12,176. What is the number of boys at the school of Stonyhurst at the present time?—I think at present they amount to 215. I understand you to ask only as to the younger students, that is, those belonging to the school, as distinguished from the college.

12,177. Are they all boarders?—They are all boarders.

12,178. Are there any peculiarities in the *curriculum* and course of studies at Stonyhurst as distinguished from other great schools? I believe you attach importance to giving a good classical education?—Certainly; we consider that to be the basis and foundation of the whole. We should call ourselves a classical school.

12,179. I believe those studies are very successfully prosecuted at Stonyhurst?—As far as we may judge from the examinations of the London University.

12,180. (*Dr. Storrar.*) Your remark applies to the matriculation examination?—Not only that, but also the classical honour examinations for the B.A.

12,181. (*Lord Taunton.*) Your object, I believe, is to give as good a classical education as can possibly be afforded?—Yes.

12,182. Who are the masters who particularly devote their time to that branch of study?—They are young ecclesiastics on their way to the priesthood, but who have not yet studied their theology.

12,183. I suppose you take care that they shall be very proficient in classical knowledge?—Yes; as a general rule they have passed through the college and been trained by ourselves.

12,184. Do you devote much attention to mathematics?—We do; we consider them certainly next in importance to classics.

12,185. Do you make it indispensable for every boy to study both Latin and Greek?—Both Latin and Greek.

12,186. With regard to modern languages?—French is a universal subject for all the boys, but that is the only one which we profess to teach. If parents very much wish for Italian or for German we can manage it, but it is not a general thing at all.

12,187. The study of Latin, Greek, and mathematics up to a certain point, and of French, is obligatory upon all?—Yes.

12,188. Do you give instruction in the physical sciences?—Yes, we give that in the highest class, which we call "Rhetoric."

12,189. Do you pay much attention to English literature?—We

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prepare the boys for the examinations of the University of London, and they have a fair general library from which they get books to read. I do not know that we do more than that.

12,190. Is it the case that at Stonyhurst you pay especial attention to the general instruction of all the boys rather than encourage the boys who show the greatest capacity to the detriment of the others?—Yes, we do certainly; we aim at getting on the lower boys as far as we can, and we never think of neglecting any one.

12,191. Are there any special means taken in the course of instruction at Stonyhurst, as distinguished from that which is in practice in other schools, for the purpose of ensuring the general proficiency of all the scholars as far as they are capable of obtaining it?—The masters take any boys that may be more backward, out of school times when they would otherwise be studying by themselves, and try to get them on, to give them help, to give them hints for study, teach them how to study, and so on.

12,192. Therefore a kind of special attention is paid to the instruction of those boys who do not show peculiar aptitude for learning?—Yes, I think we may say so.

12,193. Do you yourself give direct instruction to any of the boys, or do you generally superintend the instruction given by the others?—I do not teach at all, I only superintend the instruction. I visit the classes from time to time, and am present there while the masters are teaching, and if anything strikes me to which I wish to call the attention of the masters, I should do it. Then four times a year there is a regular examination of all the boys in all the subjects that they have gone through during the quarter, and I examine each boy myself all through. Those are the principal duties I have to perform.

12,194. How many masters are there engaged in the actual task of instruction at Stonyhurst?—There are nine masters for the schools; then there is a professor of Natural Philosophy, and I think that covers all for the school boys.

12,195. Have you personally anything to do with the discipline and religious instruction of the school?—I have not personally anything to do with it.

12,196. In whose hands is the discipline; is it in the hands of the masters or is it separate from the work of tuition?—It is in the hands of the masters while they are with the boys; out of school time it is in the hands of another staff, whom we call prefects, but they are entirely on a level with the masters, and have co-ordinate authority with them; there are four of these.

12,197. But it is their special duty to watch over the morals and good conduct of the boys?—Yes, and as far as possible to be always with them, one or another.

12,198. Is there one of these prefects always with them at playtime as well as at other times?—Always, but generally speaking, more than one. The boys are divided into two divisions, into what we call the higher line and the lower line, and each has its own prefects; although the office of the prefect is not so entirely confined to his own side that he has not authority over the whole of the boys. Each prefect has authority over the whole, though specially over a particular part.

12,199. At night is there a prefect in the dormitory?—Most of the time; certainly till we could be sure that the boys were asleep, both late after they go to bed, and also before they get up in the morning.

12,200. Is the religious instruction confided to the prefects or to any of the masters?—The religious instruction, as such, is in the hands of one of the priests of the college, who is called the Spiritual Father.

12,201. He is not one of the masters?—He is not one of the masters.

12,202. What is the expense of the education of a boy at Stonyhurst?—We have three scales of charges for the boys. For those under 12 years of age the charge is 40 guineas, above 12 years of age 50 guineas, and in the highest class, in Rhetoric, it is 60 guineas. There they have fresh matter to learn, which they have not in any other class, such as Chemistry and Natural Philosophy, in order to prepare for the matriculation.

12,203. At this rate of payment do you conceive that the school at Stonyhurst is conducted on what may be called the self-supporting principle?—Yes.

12,204. Do the instructors, or any of them, serve gratuitously, or are they all paid in the ordinary way in which schoolmasters are paid?—I may say that they are equivalently paid. I will explain. Of course they have their maintenance first, then also 40*l.* a year is paid for each, throughout the whole staff: but that 40*l.* is not paid to the masters, it goes to the support of their successors; that is, to secure a succession when they go off. For each one who is on the staff at Stonyhurst College there is another being supported at that rate of 40*l.* a year, which the college pays for him, and who is ready to take the place of any one of the masters or prefects when they go off to study their theology.

12,205. How is the actual master benefited by that?—He is not immediately benefited. But he has himself been supported previously for several years by similar payments made for him during his studies. I am stating what each master costs the college, not what is paid to them. They are not paid at all, being members of a religious association.

12,206. (*Lord Lyttelton.*) What does this 40*l.* go to? to support a student who is to be a teacher?—Yes.

12,207. Who is not yet a member of one of the religious orders?—Yes, he is a member of a religious order, but he has not yet finished his studies; he has not gone through all his studies to fit him to be a master.

12,208. (*Lord Taunton.*) That sum, I suppose, comes from the fees of the boys?—It comes from the fees of the boys.

12,209. (*Lord Lyttelton.*) Why is it required for a future master if it is not required for the master who is doing the work?—The masters are supported besides; in other words, each master costs the college two annual sums of 40*l.*; one for his own actual support, the other for the present support of his successor.

12,210. The younger man who receives the 40*l.* has not his maintenance?—He has not his maintenance besides: this is his maintenance.

12,211. (*Lord Taunton.*) Then it may be said that the master who is actually giving the instruction does give his instruction gratuitously?—As far as he is concerned, gratuitously. But it must be remembered that he has himself been supported several years previously.

12,212. So far it is a contribution to the school and is outside of the self-supporting principle?—I suppose you may say that this is a sort of retaining fee in order to secure a succession of masters, because we do not keep our masters longer than six years upon an average.

12,213. (*Lord Lyttelton.*) The masters are not paid on the principle of remuneration, on the market value of their services?—No.

12,214. (*Sir S. Northcote.*) Are they in a manner bound to remain for the six years?—Of course they can leave the order at any time, but as long as they remain they will do what is expected of them.

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12,215. It is considered an engagement?—Yes, we expect it.

12,216. (*Lord Taunton.*) With regard to the buildings, how were the buildings at Stonyhurst originally erected, was it by private contributions?—That is a subject with which I am not at all acquainted.

12,217. Are you aware how the repairs of the buildings have been kept up; whether from the funds of the school or other sources?—From the boys' pensions, from the revenue of the school.

12,218. As received from the boys?—Yes.

12,219. At that rate of payment, I suppose you receive the sons of what may be called the upper division of the middle class as well as of the highest class of persons in this country?—I think so. We have at present from the sons of peers down to those of large shopkeepers and booksellers.

12,220. Do you find no inconvenience from those classes mixing together in your school?—Not at all. At times there has been a little ill-feeling, but at present there is nothing of the sort.

12,221. You do not aim at educating the sons of a much lower class; the sons of small farmers, small tradesmen, and so on?—No, we do not.

12,222. (*Lord Lyttelton.*) Large tradesmen are about the lowest class from which you get children?—Except perhaps in cases where a boy may seem inclined to go on for the church. Sometimes some charitable person will pay for him and send him for his education to us.

12,223. (*Lord Taunton.*) From your experience, do you think that there has been any inconvenience in giving so great a portion of time and attention to classical studies at Stonyhurst, in the case of boys who may be called upon on leaving school to enter at once into the practical business of life?—I do not think so.

12,224. Does your experience lead you to form a high opinion of the advantage of classical studies in all cases where a good education is contemplated for a boy, whatever may be his destination in life?—Undoubtedly.

12,225. (*Lord Lyttelton.*) Have you any endowments?—None.

12,226. We have evidence with regard to the matriculation examination of the London University, that your boys come up better prepared than perhaps any school in England, with regard to classics. If there are any particulars to which you would attribute that success, in your system, we should be glad to hear them?—I should not myself lay great stress on that fact, because you are no doubt aware that the first public schools of the country do not send their candidates to the London University; therefore it is not a competition against the whole of England, but it is mainly against second-class schools.

12,227. I do not speak only relatively to other schools. What we are told is that they come up remarkably well prepared, and have done so for some time. If there is anything to which you can trace that, in your system, as distinguished from other schools with which you are acquainted, we should be glad to hear it?—I do not know that I could with certainty attribute it to anything special. We pay great attention to their learning their grammar and to their parsing every word of their lessons, especially in the lower classes. Perhaps this may have something to do with it, that we pay great attention also to exciting the boys' emulation.

12,228. You have a system which seems a peculiar one, of exciting the boys' emulation amongst themselves by public competition among them, in which one of the boys is set to examine others, partly as is done at Westminster. Would you give us a short account of that

system?—In the ordinary lessons in school there is a certain amount of this. The class is divided into two sides, which go by the names of Romans and Carthaginians, and each boy on one side has his rival opposed to him on the other. When any boy is put on in his lesson, his rival stands up with him and detects any mistakes he may have made. If these mistakes are detected rightly on each occasion, there is a mark made for the conqueror. Then the rival is put on, so as to give his adversary the opportunity of doing the same for him. At the end the marks are counted up and whoever has the most is declared victor in that particular engagement.

12,229. Is that system coeval with the existence of the school?—It is, I think, part of our general system everywhere. I think it may have been in abeyance for a time, but it has been renewed within the last 10 years.

12,230. Does this apply to every class in the school; is the ordinary class teaching always carried on in that way?—Always.

12,231. Throughout the school?—Throughout the school, except that in the three higher classes, though they have their division and stand up with each other, there is not the same detail in declaring victories, because they look upon it as a little *infra dig.*

12,232. You have prizes?—Yes.

12,233. Do they much depend on this system of competition among the boys?—No, the prizes do not depend on that at all; the prizes depend on the marks given in the quarterly examinations by the Prefect of Studies.

12,234. Besides the stimulus of public competition, what is it which depends upon this system?—It is a very temporary matter for the four lower schools. I should have mentioned that these victories count not only for the boy, but for his side; and twice a term, about every month, the victories are counted up, and whichever side of the school has the majority gets a half holiday which the others have not. It is quite enough to excite their emulation.

12,235. When you said it was a part of your general system, did you mean that it is to be found in other Roman Catholic schools besides Stonyhurst?—In some certainly.

12,236. (*Lord Taunton.*) Do you happen to know whether this principle has been in use in continental schools conducted by the society of which you are a member?—Yes, it is certainly.

12,237. (*Lord Lyttelton.*) You said that this was one example of this peculiar method of stimulating the boys amongst each other; in what other instances have you it?—From time to time, perhaps two or three times a term, the master will pick out a few of his best boys and bring them before the staff of the college, the superiors, in parties, and they will examine each other in their lessons, two and two, and a victory gained under those circumstances counts double.

12,238. You have never found this system create any ill feeling among the boys?—Never; it has this good effect, that it makes the whole side interested in the success of each one of its members. Now and then I dare say a little extra stimulus may be applied by a bigger boy, but it is not to any extent; we take no notice of it.

12,239. It is carried on in a good-humoured way?—Quite so.

12,240. What extent of playground have you?—We have a very large one.

12,241. Do the boys play at all the ordinary games played at Eton and Harrow?—Yes, they play football and handball, or what is elsewhere called fives.

12,242. Cricket?—They have a sort of cricket which they play

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there; but it is a gravel playground, therefore they cannot play ordinary cricket; they have a cricket field besides for ordinary cricket.

12,243. Is that a hired ground?—No, I think it is part of the college property.

12,244. What is your rule as to the *surveillance* of the prefects over the boys? Are the boys more or less under the direct *surveillance* of the prefect?—Always.

12,245. To this extent, that the prefects can hear everything that is said?—That of course is impossible, but they are in their sight.

12,246. Have you any rule as to the number of boys who can be taught in class by one man?—I should always try not to give him over 35.

12,247. Is that in fact about the proportion that you have?—We have two classes which reach to that.

12,248. The rest are less than that?—Yes.

12,249. At what age do boys generally come to you?—At very various ages; the majority I think would be between 10 and 12.

12,250. Do they ever come older than 12?—Yes.

12,251. In those cases have they been at preparatory schools?—I think they have often been at other schools.

12,252. How long do they generally stay with you?—I should think the average time, taking the number who leave each year and the number who come, would be about five years.

12,253. You mean that they would leave you generally about 17 or 18 years old?—At about the age of 17 or 18.

12,254. Where do they generally go to from your school?—Of those that leave each year, about 45 in number, perhaps 15 or 20 would go into business and eight or nine would go on to study for the church.

12,255. At some theological college?—Yes. Perhaps five or six would remain with us to carry on their studies in the higher division of the college.

12,256. And the rest?—The rest perhaps would pursue their studies in other ways; go to be engineers, or to prepare for the army or the Indian civil service, and things of that sort.

12,257. What is the number and duration of the school terms in the year; how many distinct terms are there?—There are four.

12,258. What are they?—The first is from September till about the middle of November, then from that on to the middle of February would be the next, then the rest of the year is divided into two equal parts, the division would come perhaps in May.

12,259. Do not they depend on the Church festivals?—Not at all.

12,260. (*Dr. Storrar.*) There is no holiday at Christmas?—There is a vacation, but they do not go home, they keep the vacation at school.

12,261. (*Lord Lyttelton.*) In what state of preparation do the boys come to you from preparatory schools, generally speaking?—With regard to classics, very poor indeed, and perhaps generally knowing nothing.

12,262. As to the elements of instruction; as to spelling, writing, arithmetic, and reading?—I think fair.

12,263. (*Sir S. Northcote.*) How long do the boys spend at home in the course of the year; what are the real holidays spent away from the college?—Six weeks in summer.

12,264. And that is all?—That is all.

12,265. What length of holidays have they at school?—Counting everything, that is, single whole holidays and so on, there would be about eight weeks altogether.

12,266. At school?—Yes, at different times.

12,267. How are these holidays spent; are the boys entirely free from lessons?—Not entirely; they have some study time, but very little, perhaps an hour and a half in the day.

12,268. So that they have about 14 weeks holiday altogether in the year?—Yes; counting, as I said, single whole holidays.

12,269. What is the longest time they have together as a vacation, at Christmas, for instance?—Ten days.

12,270. And they have no longer period than that together?—No; they have a week at Easter, three days at Shrovetide and Whitsuntide each. They have a whole holiday every month, and I think there are some ten or eleven feast days, which are whole holidays also.

12,271. What number of hours are the boys at work on ordinary days?—Seven hours on four days in the week, and five and a half on the other two.

12,272. Do you consider that the boys have holidays enough?—Yes; and I prefer scattered holidays to long continuous periods.

12,273. What precautions are taken to prevent the use of cribs or other illegitimate modes of learning lessons?—The books, if found, would be confiscated.

12,274. Do you suppose that they are effectually prohibited?—Yes. The principal means they use for helping themselves in that underhand way is, that boys very often write out a translation of their lessons for themselves, and we find these sometimes handed down by a boy who leaves the class to a friend of his who is coming into it.

12,275. Do the boys prepare their lessons in school or by themselves?—By themselves, as a general rule.

12,276. Do you consider that Stonyhurst and the other Roman Catholic schools in the country provide adequately for the education of the Roman Catholic boys in the country?—As far as numbers go?

12,277. Yes, numbers and expense. Do you consider that upon the whole a sufficient provision is made for the education of the Roman Catholic boys of the upper and middle class, above the national schools?—I should be inclined to think so.

12,278. Do you think that there are any impediments which might be removed, which impede the giving as good an education, and at as cheap a rate, as might otherwise be done?—I cannot think of any at the moment.

12,279. And there are no facilities for which you particularly wish to ask?—Not as regards schools; university education is another question.

12,280. (*Lord Lyttelton.*) Do you think that that which is best for strengthening and opening the minds generally of boys within the school period is also the best, with a view to their future success in any profession which they may engage in?—Decidedly.

12,281. (*Mr. Acland.*) Would you object to state what is the reason for retaining the boys so long away from their parents?—We should lose so much time in getting them back. I think that is the principal reason.

12,282. (*Lord Lyttelton.*) Do you mean in getting them back to their former standard?—Not only that, but getting them back to the college.

12,283. (*Mr. Acland.*) But what reason is there in the case of Roman Catholic boys to make it more necessary for them to be separated from their parents continuously for nearly eleven months, as compared with other boys?—None at all, that I can see. I consider that this is, if not the only, at all events the principal reason, that they would come back to us in such a scattered way, we should not get into work again

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perhaps for a week or ten days after the appointed time. Originally there were other reasons. When the college was first established in England (1794), and long afterwards, the difficulties of travelling were such that the boys stayed with us all the year round, during their whole course. Then again, there are special traditional amusements at Christmas, concerts and plays acted by the boys. And in other points to send the boys home at Christmas would involve many unadvisable changes. The vacation would have to be lengthened; the present division of school terms would no longer suit—we should have to make three instead of four, and so on. After all, however, the reason I mentioned is the principal one; we find great difficulty in ensuring their return on the appointed day after the summer vacation, and to have this repeated at Christmas would be intolerable.

12,284. If an impression prevails that the desire is to retain a greater hold over the boys in matters of faith, you consider that impression incorrect?—Quite incorrect; such an idea never occurred to my mind, and I wish to give it an unqualified contradiction. To show that we have no wish to keep children from their parents, I may add that we consider day schools more in accordance with our Institute than boarding schools. In England, however, parents seem generally to prefer boarding schools.

12,285. (*Dr. Storrar.*) Do all the boys who matriculate at the London University proceed from the school?—Not all; sometimes they prepare themselves in the higher division among the young men.

12,286. In the college?—In the college.

12,287. At what age do boys from Stonyhurst usually matriculate?—I do not think I can give a general answer to that; it would depend on their proficiency, not on their age.

12,288. Is it as early as 16?—Sometimes.

12,289. And sometimes as high as what?—As 20.

12,290. Is science taught to the whole school, or to a select number?—It is taught to the whole class of Rhetoric.

12,291. Not simply for those who propose to matriculate?—No, to the whole.

12,292. What is the science?—It is just so much of Chemistry and Natural Philosophy as is required for matriculation.

12,293. And even those who do not proceed to matriculate share the instruction?—Yes.

12,294. (*Mr. Acland.*) Do you think it essential to the wholesome and successful education of children of your own communion that they should be educated alone, not in a mixed school?—I do.

12,295. Therefore it would be no advantage to Roman Catholics, if they were admitted into any other schools which were specially opened with a view to admit them, unless they had the control over the school?—Precisely.

12,296. You think it is essential that the entire control of the teaching should be in the hands of members of your own faith?—Yes.

12,297. (*Dr. Storrar.*) Is the instruction in the school entirely conducted by the professors?—Yes, each master looks after his own boys.

12,298. Does the prefect in any degree undertake the preparation of the lessons?—Not at all.

12,299. The whole responsibility of the teaching is vested in the masters?—Yes, as far as the classics and subsidiary matters are concerned, all except mathematics; the schools are divided in another way for mathematics than for classics. The same boys are not under the same masters.

12,300. (*Lord Taunton.*) How is French taught?—French is taught

much in the same way as Latin or Greek, by first learning the grammar, and then reading an author and doing exercises.

12,301. Is it taught by one of the regular masters or by a French professor?—It is part of the regular classical school course.

12,302. Is it taught by those who are not Frenchmen?—Yes.

12,303. Is there any Frenchman attached to the school to give them a good pronounciation?—No; but I may remark that I think among educated Catholics French is perhaps better known than among others, because our religious literature is so confined in the English language that in order to have a wide extent of reading we are obliged to know French.

12,304. (*Dr. Storrar.*) Is science taught by a special master?—Yes, a special professor.

12,305. Is it taught by means of lectures or by catechetical lessons?—There are two lectures a week of an hour each, but after the second lecture in the week there is half an hour for the professor to examine by oral questions, or for the boys to put their difficulties.

12,306. All the lectures are sufficiently illustrated by experiments?—Yes.

12,307. (*Lord Taunton.*) You have stated that besides what may properly be called the school of Stonyhurst there is a college attached to it?—Yes.

12,308. How long has that been instituted; is it contemporaneous with the school?—I think it is.

12,309. What is the nature of that institution; is it in the same building as the school?—It is in the same building, but in a different part of it. The young men have each a room to themselves, which of course the boys have not, and they have their meals amongst themselves, their own suite of rooms, their own drawing room and refectory.

12,310. Is it like one of our English Universities?—As near as we can make it.

12,311. How is the instruction given there?—The young men follow different courses. Several of them, the majority I should say, will follow what we call the logic and moral philosophy course, some few will be studying for the matriculation, or for the B.A. after having matriculated; about half their number at present are foreigners whose principal object is to make themselves acquainted with English. All of them go by the name of *Philosophers*, from the principal course which most follow.

12,312. You are acquainted with the University of Cambridge?—I am.

12,313. Does the education in the college of Stonyhurst comprehend as wide a scope of instruction and is it directed generally to the same objects as that of the University of Cambridge?—No.

12,314. It is much more limited?—It is of a different character altogether. The staple I should say is mainly metaphysics and ethics, not mathematics or classics as it is at Cambridge.

12,315. For a young Catholic gentleman after he had gone through your school, would you recommend his going on to the college in order to receive a liberal education?—Yes.

12,316. You think the college is quite capable of giving him that?—Yes.

12,317. In what respects does it fall short of the education given at one of our English Universities?—I do not know that I would say it fell short, but the staple of the teaching is of a different character altogether; it is rather mental philosophy.

12,318. You attach great importance to the study of Latin in your

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school; it appears to be dropped altogeth[illegible]ege, why is so?—It is not dropped for those who wish to pursue it with a view their degree; but it is not a subject that all necessarily take.

12,319. (*Lord Lyttelton.*) Does the college itself give a degree?—No; I mean the degree at the University of London.

12,320. (*Lord Taunton.*) I think it would rather seem that the study of the classics, though promoted most efficiently in the school, is not encouraged in the college, but the pupils are rather encouraged to devote their attention to other subjects; is that so?—Until within the last five or six years there was what we call a second Rhetoric course which belonged to the college, in which the study of the classics was carried on; that was principally for young men of our own order, though the others attended it. That course has now been removed elsewhere, and consequently there is, I think, just at present a little deficiency for the secular young men who stay with us. In all probability this will soon be supplied.

12,321. Do you not think it very desirable that the young Catholic gentry who have received the elements of a good sound education in your school, and who perhaps may not be willing to go to an English University, should find somewhere the means of prosecuting those studies still further before they give up the work of education altogether?—Yes, and we carry it on for those who wish to pursue it; we have at present four preparing for the B.A. examinations, and one of these is studying for both classical and mathematical honours.

12,322. Is there any other college or institution where the young men of whom you have spoken could find the means of carrying on their education further in these respects unless they resorted to an English University?—I cannot say for certain what their course is at Oscott or Ushaw, but it is quite possible.

12,323. In point of fact you are not able to state where the young Catholic gentry go to who are desirous of receiving a complete and liberal education after they leave your school?—I think they stay with us quite as much as go elsewhere. Those who have been brought up with us in the school would generally remain with us in the university part of the college.

12,324. Do you think it very desirable that they should not consider their education completed when they leave your school?—Certainly.

12,325. How long is the college course?—Three years.

12,326. How many pupils are there in the college at this moment?—Twenty.

12,327. Is there accommodation for more?—I think there is accommodation for 25; there may be a little more, but I am not certain.

12,328. May I ask what is the expense of the education [illegible] college?—We charge 100 guineas for 10 months, 10 guineas a m[illegible]

12,329. Is the college self-supporting as distinguished fr[illegible] school?—I do not think there is a distinction made; I think [illegible] forms one account.

12,330. Do the masters who teach in the school take any par[illegible] instruction in the college, or have they different masters altoget[illegible] Some of the young men attend the mathematical lectures given [illegible] boys; and those who may be preparing for matriculation would [illegible] the Rhetoric class with the boys.

12,331. Is there any admixture of the pupils of the school and [illegible] college out of school hours?—None, except in the summer perh[illegible] the cricket field.

12,332. Do any of your pupils go to Trinity Colle[illegible] Dub[illegible] Some have gone there, but not at our recommendation.

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12,333. (*Lord Lyttelton.*) These young men at the college are between the age of 17 and 20?—I should think so.

12,334. (*Sir S. Northcote.*) Do they read Aristotle or Plato there?—There is no regular course. Those who take classical honours at London read them.

12,335. (*Lord Taunton.*) Are there any other observations which you wish to address to the Commission besides those with which you have already favoured us?—Among the subjects mentioned in the letter that was sent down to us was the question of inspection, and that of registration of schoolmasters. I should be inclined to deprecate anything of that sort for various reasons: first, because it is introducing a principle of centralization, and would be open to all the objections such a system is open to; then again, I do not think that the education of the country in general is such as to need such an artificial stimulus as that, for in fact, as a rule I think incompetent schools do not flourish.

12,336. Would your objection still hold good if the system of inspection was not compulsory, but merely voluntary to those who wished to avail themselves of it?—I should object to that mainly on the ground that these *permissions* are generally only preparatory to something further. I think it is quite open at present to all schools who wish to have an examiner to apply to either of the Universities to send them one, without the intervention of the Government.

12,337. How is that with regard to your school; is there any examination *ab extra*, or is it entirely confined to an examination conducted by members of the establishment itself?—The general examination is entirely conducted by me. There is, however, a public guarantee of our education from the success of our candidates at the London University.

Additions made by witness subsequently:—

To answer 12,334:

As, however, Cambridge has been mentioned as a standard of comparison, I may be allowed to remark that, as far as my Cambridge recollections go, no extensive reading of the classics was either required or promoted by the public college lectures; anything like extended study of them was left entirely to the private option and industry of the student. On the other hand, logic and metaphysics were not studied at all, except by a few for special purposes after their degree. I do not think that our course suffers much by comparison with this.

To answer 12,335:

I may add that I should be sorry to see the grammar schools of the country under the influence of an inspector's crotchets; and the higher you go in education, the more room there is for crotchets. For ourselves, we should claim to be treated on a level with the first public schools. With regard to the registration of masters, I am quite sure that there are and always will be many well qualified for teaching who would not make at all a good show themselves at an examination; consequently any system which should exclude these would involve both great inconvenience and great injustice.

T. Sibly, Esq.

THOMAS SIBLY, Esq., called in and examined.

12,338. (*Lord Taunton.*) You are, I believe, the head master of the Wesleyan College at Taunton?—Yes.

12,339. You are a graduate of the University of London?—Yes.

12,340. Are you a clergyman or a layman?—I am a layman.

12,341. How long has that college been established?—Twenty-two years last July.

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12,342. How long have you been head master?—I have been the head master from the commencement.

12,343. How many boys are there in that college?—The number is variable; during the past year it has been 190.

12,344. Are they all boarders?—Yes, with the exception of three or four from the immediate neighbourhood.

12,345. Who are day boys?—Yes.

12,346. You do take day scholars as well as boarders?—We do, but we do not desire to have them, generally speaking.

12,347. Generally speaking, you wish to make it an establishment boarders?—Yes.

12,348. I believe this school is a proprietary school?—It is.

12,349. Do you believe that it has paid to the shareholders, viewing it merely as a commercial speculation?—It has during the last 10 or 12 years.

12,350. What dividend have they received?—Five per cent.

12,351. It is not merely a self-supporting school, but it pays a fair interest on the money to those who invested in establishing it?—It does so, and the debt which originally existed has been gradually liquidated.

12,352. Did that debt mainly grow from the expense incurred at first in building and in the purchase of land, and so on?—Almost entirely.

12,353. And you have gradually liquidated that debt, and are able to pay 5 per cent. to the shareholders?—We are.

12,354. What is the charge for board and tuition to each individual boy instructed in this school?—It varies according to the age at entrance; the lowest charge is about 30 guineas for pupils under the age of 11; from 11 to 13, I think the charge is 4 guineas in addition to that, the object being to secure the entrance of pupils at an early age.

12,355. Have you room for more boys than are there, or is your school quite full, with reference to its capability as a building?—It is at present quite full.

12,356. Are you obliged to refuse pupils?—In a few instances we have done so during the past term.

12,357. Have you it in contemplation to increase your buildings?—Not to increase the building, but we do propose to have an additional boarding house; we have at present one establishment where pupils reside with the master, not sleeping on the premises, and we propose having another residence of the kind.

12,358. I presume there are trustees?—There are trustees, and there is a directory consisting of gentlemen who are proprietors in different parts of the country. I was appointed by them.

12,359. They are the managers of the school?—They are the managers of the school, but at the same time it is in a certain sense, as far as the religious instruction is concerned, under the direction, or at least under the patronage, if I may use the term, of the Wesleyan Conference.

12,360. In what way do they exercise that religious control?—They exercise it in connexion with the minister appointed as house governor and chaplain.

12,361. Does he reside in the building?—He resides on the premises.

12,362. You do not reside?—I do not reside.

12,363. What are your functions as head master?—I have the entire charge of the secular instruction; I have nothing to do with the religious instruction.

12,364. Do you give instruction directly yourself, or do you supervise the instructions given by others?—I supervise the instruction given by the masters connected with the college.

12,365. Do you yourself give any instruction directly to the boys?—In cases of emergency, supposing any master is laid aside; and I lecture on natural philosophy, at stated times, weekly.

12,366. Speaking generally, the direct instruction is given by others, and you supervise the whole system?—That is so.

12,367. Will you allow me to ask you what is the salary which you receive as head master?—I receive a fixed salary of 400*l.*, and an amount of 3*l.* on each pupil above 120.

12,368. Have you lodgings provided for you in the building?—No, I have not; I provide my own house.

12,369. Do you find that the directory interferes inconveniently with the conduct of the instruction of the school, or is it very much left to you in consultation with the other masters to manage it?—It is almost entirely left to me. I report to the directory quarterly, and more formally once a year. I send a written report annually, and report to them verbally at their quarterly meeting.

12,370. You find the system works smoothly and satisfactorily?—It does so as far as the school department is concerned.

12,371. How are the under masters appointed, by you or by the directory?—They are appointed by the directory, but I have always a voice in the matter.

12,372. How many are there?—There are nine regularly employed, and three or four others as professors and occasional masters.

12,373. Can you state what are the salaries which they receive?—The salaries of three of the non-resident masters, are nearly 200*l.* a year; and there are two senior resident masters, one of whom receives 120*l.* a year and the other 100*l.* a year; they have apartments on the college premises.

12,374. (*Dr. Storrar.*) And board?—And their board.

12,375. (*Lord Taunton.*) What are the functions of the house governor and chaplain; is he paid out of the school funds?—Yes.

12,376. Can you tell us what is the amount of payment that he receives?—What other Wesleyan ministers have.

12,377. What are his functions?—His functions are to provide for the pupils; in fact, to act as the father of the family. He has everything to do with the provision of food, and the general care of the pupils out of school hours.

12,378. With their moral and religious discipline?—Yes; and he has to do with the spiritual and religious discipline particularly.

12,379. As I understand, the functions of the direct teachers are completely separated from the care of the discipline of the boys, and even in a great measure from the direct religious instruction of the boys?—The teachers or masters have to do with the discipline of the pupils under my direction, and under the direction of the governor when I am not on the premises.

12,380. Do you mean during the hours of tuition?—During the play hours.

12,381. As well?—Yes.

12,382. Then the masters do take an active part with regard to the discipline of the school?—Yes.

12,383. And this gentleman who is resident there merely takes a general supervision of it?—That is so.

12,384. And provides for the material wants of the boys?—Yes.

12,385. With regard to the course of instruction there, is there any-

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thing special in the nature of the instruction given to the pupils as distinguished from that which prevails in other great schools?—I am not aware that there is particularly so; from the very commencement we have made the study of French a necessary part of the education of every one.

12,386. Is it not the case that you rest very much upon mathematics in your education, that you make it a more prominent part than schools generally do in contradistinction to the study of the classics?—More so than grammar schools generally would, but not, as far as I am aware, more so than schools of the same class as ours.

12,387. I presume that the class of boys that come to your schools are chiefly boys who would at an early period of life go into practical professions; is that not so?—Mostly so.

12,388. Do you distinguish among your pupils, with reference to their course of studies, between those who would be likely to carry on their education after they leave school, and those who would be required immediately to embark in the active pursuits of life?—We make very little distinction, they all follow the prescribed course of study with very little variation.

12,389. Do you believe it best to give a sound education to a boy up to a certain point, whatever may be his future destination?—Yes, I believe it is best.

12,390. How far do you carry the study of classics?—In the higher class the reading for the past half year has been Thucydides in Greek, and a play of Euripides; in Latin, Horace and the satires of Juvenal.

12,391. Is great care taken that they should be well grounded in Latin grammar?—We endeavour to pay special attention to that point. I have always had the idea that if a groundwork of grammar could be well laid, then whatever a boy might be intended for in after life, a very important step would have been taken.

12,392. With regard to the physical sciences, do you endeavour to give any instruction in them?—We have from the commencement of the institution paid considerable attention to the physical sciences. We have generally had a master whose attention has been specially, or almost specially, devoted to them, and I have always taken part in the teaching of the physical sciences.

12,393. In what state do you find the boys who come up to you from preparatory schools, generally speaking, with regard to instruction?—In the point last named—in reference to the physical sciences; they are generally deplorably ignorant of common facts; in other respects there has been an improvement during the last four or five years.

12,394. Your opinion is that those preparatory schools are rapidly improving?—They are improving, certainly.

12,395. (*Lord Lyttelton.*) As to the elements of knowledge, spelling, reading, and so on?—Well, I cannot say that, with reference so much to the elements of knowledge as I can to some attempts at classics and mathematics.

12,396. (*Lord Taunton.*) Do you find boys who come up to you are able to spell correctly; that is not a very easy thing to teach boys, is it?—Not unless it has been taught at an early age.

12,397. Do you find that they can spell tolerably well when they come to you?—In general, but not always. I always carefully examine newcomers, and invariably give them a dictation exercise; out of 45 or 50 who entered last July I think there were 24 who could spell correctly.

12,398. Do you take great care that when they leave you they shall

be able to spell ?—We use every means in our power to secure it; that and neat handwriting, and general correctness in their work, we lay great stress on.

12,399. You teach arithmetic probably with great care ?—We endeavour to do so.

12,400. What is the length of the holidays that you give to the boys ?—About six weeks in the summer and nearly five weeks at Christmas.

12,401. Has there been any alteration with regard to the length of the holidays since the school was originally established ?—Very little. There has been a little extension of the summer vacation, extending perhaps over five or six days, but that has arisen principally from our discontinuing the holidays formerly given at Easter.

12,402. What holidays do you give the boys in an ordinary school week ?—The afternoons of Wednesday and Saturday.

12,403. Are they required to learn anything during those holidays, or are they absolutely periods of relaxation ?—They are periods of entire relaxation for all, except such as have neglected work during the previous week, and they, on the Wednesday afternoon, are kept at their work for two hours or an hour and a half, as circumstances may require.

12,404. In the case of boys who seem to show rather less aptitude for learning than the average boys, do you pay any special attention to them by giving any private tuition, or in any way encouraging them to keep on ?—Not by private tuition, but by every encouragement in our power. All the pupils come under my immediate supervision weekly, and are then examined in certain subjects of study, and if I observe anything defective in any particular point, I invariably speak to the master who has such pupil specially under his care, and attention is directed to him.

12,405. You would consider it then your special duty to watch cases of that sort ?—Yes.

12,406. To do what you could to obviate the bad effects of any dulness or disposition to indolence in particular boys ?—Yes. I endeavour to get as accurate a perception as possible of the advancement and state of every pupil, from the most advanced to the most elementary.

12,407. (*Lord Lyttelton.*) Have you sent any boys to the Oxford and Cambridge local examinations ?—We have not hitherto sent any.

12,408. On what ground have you not sent them ?—Our institution has been connected with the University of London, and we have thought it more desirable on the whole to induce them to matriculate there.

12,409. Do you send a considerable proportion to the London University ?—We do not send any large number annually; perhaps, generally speaking, four or five in the course of the year.

12,410. That is a small proportion of your total number ?—Yes, but many pass at an early age into business or professions.

12,411. Is there any central institution of the nature of a University connected with the Wesleyan body ?—There is not any institution of the kind.

12,412. Whatever can be attained by a certificate from without you wish to seek from the University of London, as far as you can ?—Hitherto that has been our wish. If the Oxford and Cambridge examinations, or any examinations of that kind, were extended further than they are at present, we should probably be glad to avail ourselves of them for the class of pupils who go into business, but

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who do not make quite the advancement that is required by these examinations.

12,413. What do you mean by saying that they might be extended further?—I mean that in our institution there are many who come for a period of 12 months or two years, who acquire the elements of the English language, and some accurate knowledge of French grammar, and perhaps an acquaintance with the first book of Euclid, and the elements of algebra and arithmetic thoroughly, with some knowledge of the physical sciences; and who pass away without obtaining any suitable certificate.

12,414. You mean that at present these University examinations are somewhat above you?—They seem rather to prepare for the Universities than for ordinary life; that is the idea I have.

12,415. If they could lower their general standard, and if they could have a further development so as to include boys of somewhat lower attainments than they now do, you would approve of that?—Yes.

12,416. At what age do boys leave you?—They leave at various ages, from 15 to 20.

12,417. Do you allow and encourage a variety of games among the boys?—We do as far as possible. We have a rudimental gymnasium and we have a cricket ground and other provision for physical exercise.

12,418. Have you a ground of considerable size?—Yes, a very commodious playground.

12,419. Are the whole or a large preponderance of the boys with you sons of Nonconformists? — About two-thirds, generally speaking.

12,420. Are as many as one-third children of members of the Established Church?—I think so, generally about one-third.

12,421. Of the Nonconformists, is a large proportion Wesleyans?—Almost entirely so; there is an Independent College in the neighbourhood of Taunton. Before the establishment of that college we had a great many sons of Independents, but we have not had since.

12,422. Is the religious teaching accommodated so as to be fitted for Protestant children generally?—Yes, it is by no means denominational.

12,423. Are not Wesley's own works particularly used in the school?—Wesley's catechisms are used, they are the only text books which are denominational in their character.

12,424. Is the teaching of those catechisms confined to the Wesleyan children?—It is not. The Wesleyan catechism is generally used, but I am not aware that in the Wesleyan catechism there is anything at all, leaving the title page out of the question, which would not be suitable for any other denomination.

12,425. The children of the Established Church use it as well as the others?—Yes.

12,426. (*Lord Taunton.*) Do the sons of farmers in the neighbourhood come to any extent?—We generally have a few, but not many.

12,427. (*Lord Lyttelton.*) In what state of preparation do they come to you?—They are generally worse prepared than any others from our neighbourhood.

12,428. You have no children, I presume, of Roman Catholics or Quakers or Jews?—We have at present the son of one Jew.

12,429. Have you the children of Unitarians?—Occasionally we have had one or two.

12,430. (*Dr. Storrar.*) Do the Jews and Unitarians go through the same religious training that the other boys do?—Yes, with no exception.

12,431. What number of the boys with you take Latin, or Latin and

Greek ?—Latin, or Latin and Greek are taken by all, perhaps, excepting 20 to 30.

12,432. What is the length of time during which you generally keep your boys ?—The average number of years ?

12,433. Yes.—The average number of years is a little over two.

12,434. So that in fact you are subject to the inconvenience, in a scholastic point of view, of getting boys brought to you who cannot remain as long a time as you could desire to represent the full development of the school?—That is the constant difficulty with which we have to contend ; our greatest difficulty.

12,435. What is the age at which boys usually leave you?—The ages are very different, according to the employment for which they are designed in after life.

12,436. Under what?—Going into professions, I think they generally leave us at the age of 16 and 17 ; those who are going into mercantile houses, at an earlier age commonly.

12,437. Would you say that some boys leave you at an earlier age than 16 or 17 ?—I think the majority.

12,438. Does the whole school benefit by the teaching of physical science ?—Yes, all classes ; but the senior classes are taken more particularly.

12,439. In what way is the instruction given?—The instruction is given by lectures almost entirely, and as far as possible there are illustrations, objects, and experiments, according to the character of the sciences taught.

12,440. Are there any means taken to secure that the boys understand the lectures ?—Yes, they take notes of the lectures, write them out neatly in books provided for the purpose; the senior class taking notes at the time and the junior pupils taking it from dictation. They are afterwards examined carefully on the subject. The course is experimental as far as possible ; the subjects are chemistry, natural philosophy, and astronomy ; and animal physiology is generally taken with considerable care.

12,441. Any botany ?—We go through the course of physical science, including botany, in two and a half or three years ; certain subjects are taken by the master specially devoted to the work, who is also the teacher of practical chemistry,—(we have about 30 pupils who are studying practical chemistry, agricultural, and other branches) ; the other subjects are taken by me.

12,442. Have you formed any very decided opinion as to the value of physical science as a means of educational discipline apart from its being the vehicle of communicating interesting and useful knowledge ? —Yes, I have a very strong idea that it extends the powers of the mind, perhaps as effectually as almost any study, and the general intelligence.

12,443. So that it has an effect corresponding to that which is properly attributed to the study of grammar and the classics ?—Somewhat corresponding to that.

12,444. Not of the same kind, but still it is the same general process ?—I think so. We have for many years considered that perhaps the most powerful instrument of all is the study of geometry and of Euclid ; as soon as a boy feels that he can really grasp a demonstration he has a consciousness of power he did not possess before, and very often I have observed, from that point there has been an incentive to intellectual exercise which I had not noticed previously.

12,445. Do you prepare your boys in the school up to the point of

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their taking the matriculation examination of the University of London?—Yes.

12,446. They do not require to pass through any special preparation for it?—We avoid that as far as possible; that has been one reason why we have not had anything to do with the middle class examinations; there would have been need of special preparation for those examinations in many cases: amongst other reasons that has been one. We do not like to depart from our ordinary course; it occasions inconvenience in many ways.

12,447. Of those boys who pass the matriculation examination, are they for the most part destined for the ministry or for other pursuits in life?—Generally, for other pursuits in life. I accidentally heard yesterday from one who had been a pupil, and who is now pursuing his medical course, that there are 25 of our pupils who are at present in the hospitals of London and at King's College, pursuing medical studies. I believe that there are four at the Theological Institute at Richmond, which belongs to the Wesleyans, and I should think that would be about the usual proportion.

12,448. Do any considerable number of students for the ministry in your connexion graduate in the University?—Several graduate, generally speaking, from Richmond. I should think that next summer there would be found seven or eight, perhaps ten.

12,449. (*Lord Taunton.*) There are a great number of endowed and grammar schools in the county of Somerset, I believe?—There are.

12,450. Speaking as a Dissenter, do you conceive that with reference to the education of young men of your own religious opinions there is any special cause of complaint that you have to make which you think it desirable should be remedied?—Not that I am aware of.

12,451. What do you think of the expediency of some system of instruction established for schools, and of certificates to be given to masters of schools, either of a voluntary or compulsory nature, with reference to schools of the description with which you are connected?—I should think, as far as certificates to masters were concerned, the institution of such would be of the greatest value. One of our greatest difficulties at present is in reference to masters,—masters really educated for the profession; they generally become teachers without any special course of training in reference to teaching. We can get at present almost any number we desire of masters who have been prepared in connexion with the schools that now receive government aid, but very few from the more respectable middle-class schools seem to adopt the profession of teachers.

12,452. Can you suggest any system of certificate which you think would be applicable to the case you have described?—I really have not thought particularly on the subject, but I have felt for years the importance of some additional training in the case of masters for the middle-class schools.

12,453. Do you think it would be right or possible to make the profession of teaching in this country a close profession, so that unless a man were furnished with a certificate from some public body, he should be debarred from teaching absolutely?—I think that ought to be the order of things.

12,454. In your opinion the profession of teaching should be treated like the medical profession, so that the attempt should be to throw difficulties in the way of the employment of those who had not been adequately trained for it?—Who had not been adequately trained for some department of teaching.

12,455. You do not appear to have worked out in your own mind any plan by which those principles could be carried into effect?—I never have done so.

12,456. (*Dr. Storrar.*) Is your school inspected by any authority superior to that of the college?—It is not.

12,457. Are you favourable to a system of inspection?—I should have no objection whatever to such a system, if it were a system of inspection or examination really adapted to the classes.

12,458. Have you any opinion as to whether that inspection would be better exercised by the Government or by the Universities collectively or separately?—I have thought, that connected as our institution nominally is with the University of London, that if it could be inspected by examiners appointed by the University that would be the best plan.

12,459. (*Lord Lyttelton.*) Have you any suggestion to make on the subject of preparatory schools; do you think anything can be done for their improvement?—I have for a long time thought, looking at the pupils that have come to us, especially at an early age, that schools conducted by ladies prepare young boys by far the best. They generally have a distinct enunciation, generally more correctness in spelling, and if the elements of French could also be laid at that early age with boys and the accent given, it would be acquired much more readily and effectually. I therefore think that if any help could be given to schools of that class it would tend greatly to improve education throughout the country.

12,460. (*Mr. Acland.*) Referring to a question which fell from the chairman just now about the position of endowments with reference to Dissenters, do you think that your connexion are not desirous to have facilities of entrance into the grammar schools different from that which they now have, or do you think that they are content with the present state of things?—I think they are content with the present state of things; I have never heard any complaint.

12,461. You think on the whole the supporters of your institution would rather see your institution flourish than encourage sons of Wesleyan parents to go to Church schools or to grammar schools?—I do not think there is any disposition whatever to control parents in the matter.

To be appended to Answer 12,455:—

It is my opinion (1), that there should be a Government registration of all duly qualified teachers; (2), that those only should be recognized as qualified who had been articled for a certain time to schoolmasters of acknowledged status, or who had obtained a university degree, or a diploma from some legally incorporated body, as the College of Preceptors; (3), that no one should be regarded as eligible for registration, unless he could produce a certificate of competent acquaintance with the principles and practice of education, as well as with certain branches of academical knowledge.

EVANS DAVIES, Esq., LL.D., called in and examined.

12,462. (*Lord Taunton.*) You are a Master of Arts and Doctor of Laws of the University of Glasgow?—I am.

12,463. You are at present connected with a large private school at Swansea?—I am.

12,464. How long have you been so connected?—If you will allow me to explain I will state it exactly. In 1845 a training college was

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opened for South Wales, more especially for the purpose of training schoolmasters for popular schools on the principles of the British and Foreign School Society. I was elected as principal of that training college, and remained for three years at Brecon. It was then removed to Swansea, where the committee got into pecuniary difficulties and were obliged to give up the training institution. During this time I had become so known through South Wales, as connected with a normal college, that although I opened a private school, unconnected with any committee, I was obliged to retain the name of normal college in order to continue my identity. At present it is not a training college in connexion with any committee, but a private school of rather a peculiar character, as will appear presently.

12,465. Will you have the kindness to state precisely the character of that private school?—I have, at present, about 100 pupils; of that number about 25 are above 20 years of age, and that is the peculiar feature of the school. Many of the pupils are adults, and about 25 perhaps, are under 12, and a full half of the remainder, or another 25, would be above 15 or 16, so that the special feature of the school is the large proportion of pupils above 15 or 16 years of age.

12,466. Are there many that are above 20?—Yes, there are eight or ten who are close upon 30—25, 26, and 27. These are to a large extent young men who have been earning their own living, and who have saved a little money, and their education having been very much neglected, they come to school at a late period in life at their own expense, and educate themselves with the money they have earned.

12,467. Is this a school for boarders or day boys, or both?—Both; at present there are about 35 boarders and between 60 and 70 day scholars.

12,468. It is altogether a private school, your own property?—Entirely a private school.

12,469. What is the cost of education at your school to a boarder?—32*l.* for board and tuition; that includes all the usual extra teaching. A certificated master from the Department of Science and Art at Kensington attends for the drawing classes, and his fee is charged. There is also a laboratory where some attention is paid to practical chemistry, and a sum is charged for the use of the chemicals; but the teaching of chemistry—the book part of it—and the teaching of every subject in the school, is included in the 32*l.* for boarders and six guineas for day scholars. I have three or four boarders who take their meals with me, and who are treated somewhat better. I see a little more of them, and they pay 44 guineas. This is a class I do not want to encourage, but cannot always avoid it.

12,470. From what class of society do you find that your pupils mainly come?—The humblest classes we have are the sons of the sub-agents about the works and tenant farmers. Tenant farmers in Wales are not of the same status as in England; farms there do not average more than 100*l.* a year in value. They come from that class up to small colliery owners, owners of small works, people of independent property in a small way, and larger manufacturers.

12,471. Can a small farmer such as you have described afford to give more than 30*l.* a year for the education of his son?—The districts in Wales are very scattered, and a small farmer usually sends his son to the popular school in the neighbourhood till he is 13 or 14, and then for twelvemonths or two years to my school or elsewhere to finish his education. I do not mean to say that they receive their entire education at mine, or similar schools, but a large proportion come there for a year or two. I may also say that Welsh farmers make much

greater sacrifices to educate their children than English farmers and tradesmen of the same class. A Welsh farmer paying 100*l.* or 150*l.* a year rent will spend quite as much for his son's education as an English farmer paying 400*l.* or 500*l.* rent. I have had some farmers' sons from Herefordshire and Monmouthshire where the holdings are much larger, and find it is exceedingly difficult to get a Herefordshire or Monmouthshire farmer to spare two guineas a year to let his boy work in the laboratory and learn something of agricultural chemistry; but a Welsh farmer is exceedingly anxious to do it, and there is no difficulty at all in the matter.

12,472. To what do you attribute this increased appreciation of the benefits of education among the Welsh?—The Welsh farmer labours under a difficulty which weighs him down, that is the difficulty of language, and I have no doubt that that impresses upon him the desirability of, as far as he can, at any rate, placing his son in a better position than himself. The adult farmers in the purely Welsh part of Wales do not know as much English as the better class of English tradesmen do of French, for instance. If they can manage in a market or fair to make themselves understood to Englishmen it is as much as they can. That is a bitter lesson on the value of education, which they are not slow to appreciate.

12,473. You believe that there is a desire on the part of intelligent persons of all classes in that part of Wales that their sons should have a very competent knowledge of English?—A very strong desire; the existence of popular schools in the rural districts of Wales is entirely owing to the great zeal of the farmers; the population is so scattered that the humbler classes, the classes who support them in England, would never be able to maintain a school anywhere. They are too few, and their wages are too small. A freeholder who may be worth 100*l.* or 120*l.* or 130*l.* a year, whose wants are few, and whose expenses are very little—much like the Scotch holders, subscribes 3*l.* or 4*l.* a year, perhaps 10*l.* a year for a good teacher; a few tenant farmers put down a sovereign or two each, and then they admit the working men for for what they can pay, so that they collect together in that way 60*l.* or 80*l.* a year and really get a very good popular school.

12,474. By your account the elementary instruction given to what may be called the lower division of the middle class in your part of Wales is pretty good?—I should be sorry to say that every neighbourhood is supplied with schools of that sort. They are multiplying very rapidly, and wherever they exist are entirely owing to the operation of the principle which I have just now described, and no other class of school is possible in the agricultural parts of Wales than a school which would secure the support of both the farmers for their children, and the artizans and labourers for their children. During the last 20 years probably between 300 and 400 really good schools have been started in South Wales, which is the part I know most intimately, where the ordinary subjects, such as English grammar and arithmetic, are very well taught.

12,475. You find the boys who come from these schools to your school very fairly instructed in the elements of education?—Exceedingly well taught, in arithmetic especially.

12,476. Are they able to spell accurately?—Yes, very fairly. The weak point in all these schools is the English composition, and it is the case in Welsh schools generally, but of course that arises from the peculiarity I have just spoken of, that the children have really to write, speak, and compose in a foreign language.

12,477. I presume, from what you have said, that you pay great

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attention to induce boys who come to your school to leave you in a good condition in regard to the reading, writing, and spelling of the English language?—We do. The whole of the teaching, and the teaching in these popular schools as well, is in English, but it is found that not very much can be done in the way of direct teaching of English composition. More is done by teaching English grammar thoroughly, by getting all the school work done in English, and by being more particular about errors in style than would be necessary in an English school, than by direct teaching. The children fall into errors from the scantiness of their vocabulary, and express themselves in unidiomatic English, as they are not in the habit of hearing it spoken.

12,478. You say it is a peculiarity in your school that some of the pupils are much older than is generally found to be the case on the benches of a school. Do you adapt your course of instruction in any way to that peculiarity?—We cannot adopt many of the plans which are adopted in popular schools, to the same extent, as for instance the principle of emulation with young children. In English grammar and similar subjects there is no distinction made—big and little, old and young, attend the same classes and do the same lessons.

12,479. You find no practical inconvenience in that?—Not the slightest. It happens generally at the commencement of a half year that five, six, or eight young men come who are just beginning. They are put together and helped on for a while, and their superior sense soon carries them to a higher class.

12,480. What is the state in which these young men come to you with regard to knowledge generally; is it that they are partially defective in the English language or generally?—They know nothing. They are hardly able to read English, know nothing whatever of English grammar, nothing of geography, nothing of arithmetic or but the first four rules, and they probably can write a little, because an intelligent working man generally picks that up.

12,481. Except what you have stated, are there any peculiarities in your way of conducting the school, or is it the mode in which a well conducted school is generally managed?—In some respects it is special. A great deal of attention is paid to physical science and applied mathematics. The characteristic of the school is, that more attention is given to applied chemistry and chemical and mineralogical analysis, mechanics, practical surveying, and things of that kind, than is usual. There is a laboratory where 30 or 40 boys are constantly working. So much time is not given to classics as is done in the grammar schools; perhaps as much as is usually in private schools. Many of the boys have succeeded pretty well at the Oxford middle class examinations. In chemistry and mathematics I think we have had our fair share of good places.

12,482. How far do you carry the study of Latin and Greek?—They read almost the highest authors in Latin. The upper class last year was reading Terence and Tacitus. Latin composition, especially verse composition, is not a prominent feature; that is the great peculiarity as compared with grammar schools. The time usually devoted to those subjects is given to mathematics, applied science, and higher English subjects.

12,483. Do you not separate the boys in their education with reference to the course of life they are destined to adopt when they leave you?—No, that is one of the great difficulties in the classification of the school. We have medical students, for instance, who wish to matriculate at the London University, in order to be able to take the

medical degrees of the University. Then we have a class of surveyors' and agents' sons, who are probably to follow the business of their parents, and then again, a few who are going to the Universities, but it is difficult to adopt any separate classification for each. Whatever they do they are obliged to do as well as they can together. Those who learn English and not Latin and Greek, of course have more time for doing English, and we expect it done very much better. The others acquire greater ripeness and culture of mind, so that there is not as much difference as one would expect between the English work of boys who do nothing but English, and the English of other boys who do Latin and Greek.

12,484. Generally speaking are you favourable to the principle of considering the future profession of a boy at school, and adapting his instruction at that school in a certain degree to that future profession, or do you think the better plan is to give every boy a good sound education up to a certain point, and leave any special education to be given afterwards?—It is a question of degree. For instance, if a boy intended to be an engineer, or a manufacturer, unless he were exceedingly quick, I should not be disposed to let him learn more Latin and Greek than to be able to translate a Latin author, and to see his way through a quotation in a book, at any rate not till he had done a very large amount of mathematics and practical science. I should let him give the strength of his mind to mathematics and physical science. But I do not think it wise to give special technical teaching at all. To engineers, surveyors, and manufacturers of all classes I would give a good mathematical training to begin with, and then a knowledge of physical science, mechanics, and so on, and probably a good knowledge of chemistry—not chemistry as applied to his own special line, but chemistry in general.

12,485. You seem to lay special stress on mathematics and physical science as a good basis for education?—For all who are likely to be engaged in engineering, mechanical, or manufacturing pursuits of any kind.

12,486. Or farming pursuits?—Or farming pursuits.

12,487. (*Mr. Acland.*) Would you extend that generally to the ordinary habits of commercial business, buying and selling?—In that case I think I would trust to a boy's own taste; for instance, if I found a boy going to a counting house or to commercial pursuits, and he had a special aptitude for languages, I would let him follow it, and give him Latin, French, Greek, or anything else, and if his strong point was mathematics, I should be to a considerable extent in favour of encouraging him in that; but the first thing that should be done to a boy is to cultivate to as large an extent as possible the class of subjects that he is likely to have to do with, without any minute subdivision.

12,488. Have you turned your attention to the general condition of education of the middle classes of this country at the present time?—I do not know very much of England except from coming in contact with masters and pupils at different examinations. I know my own part of the country intimately.

12,489. Can you favour us with any suggestions on the steps that would be practicable for the Government or Legislature to take which you think would be advantageous to the advancement of the instruction of the middle classes?—The two faults that I have had occasion to observe in the two classes of schools in my district, endowed schools and grammar schools on the one hand, and the private schools on the other hand, are these,—the grammar schools, as a rule, do nothing but

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Latin and Greek, and a little mathematics. Mathematics is generally very badly done, and is considered to be a secondary subject, and of course, in addition to the less time and attention given to it, the boys look upon it as a subject of altogether less importance. Then another very great fault is, that the number of boys in a class, especially in the middle parts of the school, is very much too large for efficient teaching; there probably would in these schools be eight or ten in the upper class, to whom the master can attend thoroughly, but in other classes there are 20, 30, 40, and even 50. I know of cases where some of the classes number 50, 60, and even 70 with but one teacher to attend to them. It is impossible under these circumstances that the teaching can be well done as far as the boys are concerned, although the master may lecture very effectively. The stimulus in all these cases is required, not to the few best boys, but to the bulk of the school. Out of a class of 50 there are probably 10 who would thoroughly profit by the master's teaching, and the other 40 learn nothing, but get more and more careless, and the result is, that out of these schools a few good scholars are turned out, while the bulk know very little.

12,490. You think the teaching is often performed in a perfunctory manner, and not in a way really to convey instruction to the entire body of the boys?—I should not like to answer it in a way that would reflect any blame on the masters; I think the teaching is fairly well done, but boys up to 15 or 16 must not only be taught but they must be made to learn; there must be a little pressure of a more or less gentle kind, and that is the very pressure which cannot be applied to classes of 60 or 70. In many of those cases an extra master, very much inferior in scholarly status to those employed, could by a little pressure and tact do much more work and bring all the boys up to the average at any rate.

12,491. Can you suggest any remedy for this evil?—The remedy, I think, in schools where the terms are high would be very easy; it would be simply to employ for each class one or more such assistants competent to teach, but not of such a position, in a scholarly point of view, as to require high salaries. If, with a class of 70, there were one efficient master of high attainments, and two or three judicious assistants competent to do the usual work, and to teach and act under him, a great improvement would soon result.

12,492. Do you think it would be useful that the salary of a master of an endowed school should in some degree depend upon the number of pupils in the school which its reputation attracted?—I should like to make a suggestion in reference to that matter which appears to bear upon a great many of our endowed schools. There are in South Wales, for instance, many endowed schools, where the endowment may be from 60*l.* and 70*l.* up to 150*l.* or 200*l.* a year. Taking the expense of managing the school, and staff, and collecting rents, and dealing with property, what is left for educational purposes is much too small to be of substantial benefit; and the consequence is that these schools with the smaller endowments are generally in an inefficient condition. In many, where the schemes have been re-organized during the last 20 years on the strength of those endowments, probably following up the precedent of some rich school, the fees have been fixed at a price which is commercially ruinous, four or five guineas a year. A good education cannot be given for that sum, and because the endowed school takes the leading place in a town, private schools are more or less obliged to follow suit. If the fee at a grammar school is six guineas, a private schoolmaster cannot charge more than eight guineas

at farthest, whereas the class that generally patronizes the grammar school ought to pay 12 guineas at any rate. In some schools the scheme is evaded. I know one school where the scheme limits the fee to 2*s.* 6*d.* a week, but where the usual charge is 12*l.* 12*s.* a year. Sometimes it is put to the honour of the parents, saying we cannot work on the terms of the scheme, and you must pay so much. In some schools they teach Latin and Greek for the lower fee, and charge an extra sum for such subjects as writing, &c. Now I would suggest that with these small endowments, instead of attempting a school at all, that a plan of this kind should be adopted. Let all who wish to avail themselves of this eleemosynary provision, as being either burgesses or people of reduced circumstances, who, in fact, would be eligible as foundation scholars in the grammar schools, be certified by the trustees and let a fixed payment be made out of the endowment to those of them who pass the best examination every year, wherever they are educated. As a result a great stimulus would be given to private schools in the town and neighbourhood. If there were 200*l.* a year to dispose of, and if it were understood that the 16 boys who passed the best examination every year would receive 8*l.* a year for their education, all the masters in the neighbourhood who had boys of the class to educate would do their best for them for the credit of their own school, and the whole of the pupils in all these schools would profit by the increased vigour and efficiency of the teaching, and the work of the trustees would be greatly simplified.

12,493. That would, in fact, be giving them exhibitions?—I would.

12,494. (*Lord Lyttelton.*) It would be converting the endowment fund into an exhibition fund?—Yes. This suggestion does not refer to schools where a large endowment of 300*l.*, 400*l.*, 500*l.*, or 600*l.* a year makes it possible to make good provision for the master, as well as to have low school fees. I would, in no case, have the fees to the paying scholars less than a private schoolmaster would be able to educate them efficiently for. Use the endowment either in providing extra advantages, say a science school, in connexion with the school or a library, or anything that might really make the school very much better than usual, but in no case would I infringe upon the commercial principle that the parents of the middle and higher classes ought to pay for their children's teaching just as much as they pay for their clothing or for their board.

12,495. (*Lord Taunton.*) Do you believe the proprietary principle might conveniently be blended with the principle of endowment in some of those schools?—In many respects the proprietary principle would be of great service to parents, and the public would be very glad to see improvement in the way of lodgings and rooms for their children. There are very few private schoolmasters who can afford the necessary outlay, life is uncertain, the expenses of a large building are heavy, and a proprietary body might very properly supply a building in that way and make no charge for it, contenting themselves with the right of nomination, or such a charge as would not amount to a ruinous rent on the master; but I should, in every case allow the master to be the entire and absolute director of all connected with the conduct and discipline of the school; and if the responsible masters should be two or three, say a classical or mathematical master and two or three chief assistants, they should all participate proportionately in the profits of the school, so as to make it, so far as they are concerned, commercially, as if it were their own private school, so that if they work well they may be paid well.

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12,496. Are there any proprietary schools in your part of the country?—Not one that I am aware of.

12,497. Do you believe that it would be useful, in some cases, to amalgamate these small endowed schools, so as to have fewer scattered throughout the country, but better schools in particular towns?—There would then arise the difficulty that you would leave some districts very well provided for and others worse provided for than at present. I think that if some such suggestion as I threw out before were adopted with respect to these schools, that the present inconvenience of having a dozen schools which are really useless would be done away with, and that 60*l.*, 70*l.*, or 80*l.*, which is valueless as the basis of an endowment for a school, might be made of great value in stimulating the education of a district.

12,498. You would prefer retaining that local obligation, with modifications, to bringing them together in some school so as to have a very good school that might be accessible in a certain degree to the whole of the district?—I should. I ought to state that I really have no faith in endowments. In our country there are two or three very large endowments. There is one school where they have 400*l.* or 500*l.* a year. I have known that school to have 130 boys, there are now 30 or 35; they have had three or four changes of masters, and are doing nothing. There is another large school with an endowment of 600*l.* or 700*l.* a year, and which will ultimately have 1,500*l.* or 2,000*l.* a year; they have 30 boys. That is simply a misappropriation of money.

12,499. Do you believe that the principle of endowments is so vicious in itself that it is incurable by any check or control that could be applied to it?—The only efficient control would be something like the principle adopted by the Department of Science and Art, that is, to pay for results, and let those come whence they may. This is the only thing which seems an efficient check. An endowment may be used occasionally to provide such tuition as may be very valuable though not remunerative; for instance, science teaching, where in fact you are working for the next generation and not for the present.

12,500. Do you attach any importance to that sort of fixity which the principle of endowment gives to an educational establishment, and which takes a hold both on the imagination of boys and also on the confidence of the master?—There is no doubt that the traditions of a school are elements of education to children brought up there. The only school in Wales that we can look to with any pride educationally is one where the endowment is so inconsiderable that it has never formed an element in the masters' salary, I mean Cowbridge. Several of the best men who have gone to Oxford from Wales lately have been Cowbridge boys. The endowment at Cowbridge is a mere trifle.

12,501. Do you think that the principle of giving certificates to masters to provide for the periodical inspection of schools is one that could be introduced with advantage into our legislation?—The great difficulty in respect to the examination and inspection of schools is to make the programme elastic and comprehensive enough. If you will allow me to refer to my own case. Many young men pay me, and therefore have a right to say what they will have in return for their money. One says, I want to be taught arithmetic and English grammar; I may try and persuade him to learn geography or English history, but if he does not choose to do so, it is not likely that I should turn him away. I must help him in his own way if I cannot persuade him to do what I think best; it is a commercial question, and must be so in the long run. At the same time that young man might be pleased with a certificate that he could pass a thoroughly

creditable examination in arithmetic or mechanics, Euclid, algebra, or whatever subject he wishes to study. It cannot make any difference whether he is 14 years of age or 34. He cannot go up for an Oxford or Cambridge middle-class examination to get a certificate for any special subject without passing a preliminary examination, not very formidable, it is true, but possibly formidable to him. Therefore, as far as he is concerned, no advantage can be derived from the middle-class examinations. I can get no credit by them, and he can get no satisfaction from having passed the examination. If the conditions were left much more open, that is to say, that anyone who chooses to go up with even one subject may do so on that subject solely, getting a certificate testifying simply to what he has done. There would be apparently some danger of confusing the certificate of a pupil who had passed an examination in a good many subjects, and who to some extent had given proof of a fair education, with that of a person who had only taken up one subject, but even as it is there is very great inequality, because a person may take up five subjects and the preliminary subjects, or he may only take one; there is a certificate given in each case. I think the fairest plan in all these cases is to let the certificate on the face of it show what it is worth; if it means one subject, it will soon be found out. If these examinations could be so far extended, instead of sending perhaps half a dozen or seven or eight up to Oxford, I should be very glad to send 20 or 30.

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12,502. (*Mr. Acland.*) Is not what you are suggesting now very nearly what is done by the Society of Arts?—It is. But no body would secure the same *prestige* as examiners as the Universities. I was going to say that neither the University of London even, nor the Society of Arts, nor the Department of Science and Art, nor any new body, can secure the confidence of the country in the matter of examinations as the old Universities would. It would be a very great service to public education if the two old Universities would really do what the Society of Arts have done.

12,503. (*Lord Taunton.*) Will you allow me to ask you what religious denomination you are?—I am an Independent.

12,504. Are your pupils wholly or mainly from any particular religious denomination?—No. I do not exactly know what denominations the day scholars are; but out of 35 boarders I have 12 who go to church, and the rest go to chapel. They do not all come with me; when they are above 14, 15, or 16, if I do not distrust them, they go by themselves where the parents wish them to go. I have Wesleyans, Baptists, and Dissenters of all denominations.

12,505. In what way do you conduct the religious instruction of your pupils?—There is no dogmatic instruction given, in fact, I do not think there could be really dogmatic religious teaching. You may make children commit creeds or catechisms to memory, but that is not religious teaching. Of course we have family worship, and study on Sundays such books as "Nichols' Guide to the Study of the Scrip-" tures," in which there is nothing a Dissenter or a Churchman would find any fault with. Taking the Gospels or an epistle and reading carefully through in a Bible-class, I never yet have come across any point where I have felt hesitation at all in teaching all that I thought it right and proper to teach the children, without any question of denomination. I should state, in reference to the religious difficulty with the Oxford and Cambridge examinations, the practice I have adopted invariably has been to make the children of all members of the Church of England go in for the examination on faith and religion, and

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not under any circumstances to allow others to do it. Although they might get a little advantage by doing so, there would be a certain amount of disingenuousness, which is best avoided.

12,506. (*Sir S. Northcote.*) Have you found them generally able to pass from your instruction?—Yes.

12,507. (*Lord Taunton.*) What is the length of the holidays in your school?—Five weeks in summer and four weeks in winter; we generally give a week at Easter.

12,508. In the common teaching week are there any holidays given?—Two half holidays, one on a Saturday, and instead of giving one always on Wednesday, we give it on Wednesday if the weather is fine, but if it is wet on the Wednesday, it is given on the next fine day.

12,509. Have you observed in other schools with which you are better acquainted any disposition to lengthen the holidays now given, as compared to what used to be the case in that respect?—I think the endowed schools are always fond of giving long holidays; it is the case in our district, where the holidays are generally six weeks in the summer and six weeks in the winter; to some extent boys like it *pro tem.*, but, after all, boys, like men, are proud of hard work in the long run.

12,510. You do not find any complaint on the part of parents that your holidays are too short?—No.

12,511. (*Lord Lyttelton.*) You have young men of 25 and more who come to you?—Yes.

12,512. For what purpose do they come?—Many of them have been workmen in iron and copper works earning large wages, and if they are steady they contrive to save some money until they go to school to get a better education to fit them for agents' occupations.

12,513. Can they come to you in the day time?—They have given up work when they come to school. A young man saves perhaps 40*l.* or 50*l.* to 60*l.*, and then comes to school for 12 months, and of course his master is only too glad for him to do so.

12,514. Does he come into a class with boys of 15 or 16?—Yes.

12,515. They do not mind that?—There is not a bit of difference.

12,516. Do you teach Latin throughout your school?—No; I have perhaps 30 boys who learn Latin, and about the same number who learn French.

12,517. Is Latin an optional subject?—To some extent it is optional. I use my own judgment. Sometimes I am told to teach it where I really do not wish to do so. When left to my own judgment I do this; if I know a lad is quick, and that his parents are likely to leave him at school till 15 or 16, I infer that that boy would be able to do all he requires for business or commercial pursuits, and to get a very useful knowledge of Latin, Greek, or French. If he is slow he is not troubled with Latin, but first does English subjects thoroughly, and next French, and if he has any time afterwards Latin. As a rule, it depends more upon the boy and the length of time he is likely to remain at school than anything else.

12,518. Would you put French before Latin?—With commercial boys, yes. There is a good deal of business done between our district and France in coal and shipping.

12,519. The only subjects which are compulsory through the school are the ordinary branches of English education?—Yes.

12,520. Does that include mathematics?—Yes.

12,521. Mathematics is universal?—Yes.

12,522. How far do you carry mathematical teaching for the ordinary

boys?—Of course a boy learns as long as he remains in school and follows the subject up. I do not quite understand the purport of the question.

12,523. How far in Euclid do any of the boys go?—The highest class last half-year read analytical trigonometry, and mathematical physics. The second class, six books of Euclid; a great number, at least 30, four books.

12,524. What is your view, taking average boys, as to the best mode of training their mental faculties: as between mathematics and classics, which do you think the best?—My prejudice is rather in favour of mathematics. In our case there is a special reason why mathematics forms such a strong point in the tuition, because the great proportion of the boys have to do with manufactures or mechanical science in some form or another.

12,525. Have you ever considered whether it would be of any advantage to have certificates of attainment given to schoolmasters, so that it might be known, by means of a list of schoolmasters holding such public certificate, that they are a class distinct from others?—I have no great faith in such an arrangement. The only case in which I considered it at all was in connexion with the College of Preceptors.

12,526. That is a case in point?—I never had any confidence in the organization; there was a good deal of what is usually called quackery about its early proceedings, and I would much rather fall back upon the old Universities, if they would make their arrangements a little more elastic. In a short time the middle-class examinations will bring the clever men to the surface, and we shall know who and where they are.

12,527. You mean by an indirect process—the masters of the schools which attained the greatest number of such distinctions?—For instance, if I were looking for an assistant, which is a case in point, because the principals of the next generation are the assistants of this, and found that a candidate had taken a first-class in the subject for which I required him in the Oxford and Cambridge local examination, I should not want any further proof of scholarship.

12,528. (*Sir S. Northcote.*) Do I understand you to think that it would be better, instead of making use of endowments to supply the means of education in a district, that they should be applied to enable meritorious boys to provide education for themselves wherever they pleased, leaving the place of education and the means of education to be found by private competition?—Yes, that is my suggestion, but only where the endowments are so small as to be insufficient towards supporting and founding a school.

12,529. You would not apply it to large foundations where there was an endowment of 500*l.* or 600*l.* a year?—I did not intend my suggestion for such a case; I meant it to meet the difficulty of the small endowments, which are worthless as usually applied.

12,530. Your suggestion had reference particularly to cases, say, where in some parish there was an endowment of perhaps 40*l.* a year for a school, which was not sufficient to maintain the school: such an endowment you would prefer to convert into one or more exhibitions for meritorious boys connected with that parish or district who might get education wherever they pleased?—I had in view several towns where there are endowments to the extent of 120*l.* to 140*l.* a year; the suggestion would meet the difficulties even where they amounted to 150*l.* a year, because there is a certain amount of expense in looking after property, collecting rents, and for secretaries, so that if you have a

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gross income of 150*l.*, the nett sum available for tuition would not be more than 100*l.* after all.

12,531. You would allow the boys holding these exhibitions to go anywhere they pleased?—I would. The probability is, that they would be educated in their own district, and that this stimulus would really bring a good class of schools into the town; if there were two schools, for instance, 100*l.* spent in that way would cause a perpetual competition for the prizes between these two schools.

12,532. Taking the higher class of endowments than that—endowments of 400*l.* or 500*l.* a year, would you leave them as they are, or would you apply them principally in any way to those classes of endowments?—I really do not know what would be the best use for endowments, but I would at any rate make the school fee such a sum as would cover the cost of good teaching liberally, without any regard to the endowment. It might then be a question of expediency as to whether an endowment should be spent in providing something extra for the school, in the way of scholarships or exhibitions for the University, or in certain districts, Cornwall for instance, or Birmingham or Manchester, in establishing a school for physical science, or anything else that might not pay in itself, and still be very useful, of it might be given as a bonus to the master, but it should not under any circumstances be used to lower the price of the tuition below the fair commercial value of the work to be done.

12,533. Do you approve of the principle which is laid down in some cases in the Report of the Public Schools Commission, that where there are foundation scholars those foundation scholars shall be charged the same rate of fee as all other scholars, only that the fee shall be paid for them out of the endowments, instead of making them pay it themselves?—There would not be much practical advantage in that, because it would be known who the foundation scholars were.

12,534. Certainly; but what I mean is, that it should be understood that the rate of payment was the same, and that the payment to the masters or others should be made by the college in respect of the boys having got on to the foundation?—It would be a very great improvement on the present arrangement. I should also state that there is a very great inconvenience and often an absurdity in the selection of foundation scholars. As at present managed, the foundation scholars are often boys not capable of making use of high educational advantages. A dull boy gets on the foundation at 10 or 11, and remains till 16 or 17, and a quick boy, perhaps equally entitled to the foundation and equally eligible, has to leave school at 12 or 13, and the dull boy is sent to the University, and becomes an incompetent man for high scholarly work, and is simply raised out of his sphere; whereas if the foundation scholars were elected yearly by examination, the best boys would be singled out, and the class of exhibitioners would be generally much more promising.

12,535. Do you think it desirable as a general rule that boys who are intended for the liberal professions, and the boys who are intended for commercial life, should be educated together in the same schools, or that there should be separate schools for them?—The difficulty is to make a proper classification; judging from my own experience, I do not see how the distinction is to be made, nor that there is very much advantage if it were made; the only class that one could separate judiciously would be those who go to the Universities, who would require therefore to have considerable attention paid to Latin and Greek composition; beyond that I do not see that the preparation necessary for going to the Universities would be thrown away on any boy.

12,536. Do I not understand from what you said a little while ago, that you would think it desirable for some boys to pursue a more decidedly classical education than would be desirable for other boys?—Only because either the boy's ability was not such as would enable him to learn what was necessary for his career in life, as well as what might be merely considered as desirable, or that he could not remain at school long enough to do both.

12,537. From whatever cause it might be, you would have to deal with the cases of boys who were to pursue what we may call classical education, and also the cases of boys who were to pursue what may be called for distinction a useful or commercial education. Do you think it is desirable that there should be schools in which both those classes of boys should come together, but that a distinction should be made between the teaching of the one set and the teaching of the other, or do you think it is better that there should be two distinct schools, one for the one class of boys and the other for another class of boys, leaving the parents to select to which they would send their boys?—I have no doubt it would be much easier to work a school where all would require teaching in the same subjects, and where you could prescribe exactly the same course, but my view arises from the practical difficulty of getting parents to patronize the school which you wish them to patronize. Their personal predilections and acquaintance, the salubrity of a district, and many other considerations, influence a parent in selecting a school. If a school exactly meeting his wants were provided in one case 20 miles east, he might have a friend 20 miles west, and would rather place his boy there.

12,538. Are you favourable to boarding schools as a general rule?—Yes, much more work can be done in boarding schools; it is very much easier as a matter of discipline to get on with boys in a boarding school. There is more trouble with the day boys than the boarders, especially in the junior and middle divisions.

12,539. Do you think, as a general rule, in the parts of the country with which you are acquainted, the parents would be willing to send their boys as boarders, or would prefer day schools, if they could get them conveniently at hand?—Where the children are not troublesome parents would much prefer having them at home, but parents are often unfit to have the care of children, and there is a great deal of trouble for a time with boarders from such families. Many boys are sent to a boarding school because they are unmanageable at home; with a little patience and trouble they turn out very well.

12,540. (*Mr. Acland.*) In reference to the proposed application of small endowments, should you think it would be better to take such a sum as 60*l.* and divide it into two exhibitions for a boy to take to a boarding school, or perhaps into six exhibitions to be used at a day school?—That depends a good deal on the character of the schools in the place. I would make a great sacrifice to apply this money as a stimulus to local schools, not merely for the sake of the two or three boys who would get these small exhibitions, but for the sake of the great number of others who would benefit from the improved teaching.

12,541. In that case you would rather prefer to multiply the payments and make them smaller?—Just so. I would prefer giving ten exhibitions of 6*l.* a year.

12,542. Would you, as a general rule, propose to give the whole amount of the fee in the form of exhibitions, or leave it for the parents to pay and give only a portion of it?—The income would be more utilised by paying half, or as the case may be, because there are

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very few parents who cannot pay a trifle; whatever a parent can do should be done in that way.

12,543. I understand you to wish to limit the competition amongst boys of a definite locality supposed to be interested in that endowment?—I would limit it to the same class as the election for foundations would be limited to; all who would be competent to become foundation scholars, I would allow to compete for these exhibitions.

12,544. But it would be liable to take the exhibition either to a local school, or if they choose to add money to it and go to a boarding school at a distance, you would not prevent their doing so?—No, I would not, but the probability is that the parents, who would probably be in humble circumstances, would be more disposed to keep them at home, unless there were very special reasons.

12,545. Can you suggest some method by which you would limit the use of these exhibitions to persons who really want them without the risk of their being abused by more wealthy persons gaining them?—All who desired to compete for them should make their application to the trustees of the schools in precisely the same way as they now apply for admission on the foundation, and the trustees of the school, instead of electing 12 foundationers, would elect 30 candidates, if there were as many eligible persons competing, and then the best 12 out of the 30 would obtain their exhibitions.

12,546. Have you at all considered the question of constituting local boards for the administration of those endowments, or are you satisfied with the present system of trustees?—As far as I am aware, there is not much fault to be found with the administration; there often is a good deal of inexperience in the selection of masters, but I believe the appointments are honestly and honourably made.

12,547. (*Dr. Storrar.*) I think you have remarked already there is a difficulty in the private schoolmaster without capital finding the funds for the erection of a school building?—Yes.

12,548. Would you consider it a justifiable application of the endowments of which you have been speaking to capitalize them and lay the funds out in the erection of commodious school fabrics?—Perfectly. I think I suggested that in an early part of the examination.

12,549. So that in fact, even in some cases where endowments were large in amount and where they could not be beneficially applied in any other way they might be usefully spent in building schools over districts where such schools were necessary?—Quite so.

12,550. Then that the trustees of these schools would appoint schoolmasters whose incomes would be entirely dependent on the fees of the pupils they took?—Quite so.

12,551. (*Mr. Acland.*) Have you any other suggestions to make with reference to the improvement of the Oxford local examinations?—In connexion with the University examinations it would be very desirable if local bodies, either a local committee, or a town council, or any local organization, would offer prizes or honorary certificates that would apply the same stimulus to the indispensable subjects of education as rifle competitions, agricultural exhibitions, &c., &c., do to the special subjects with which they are connected. For instance, there are three or four subjects which are indispensable everywhere; English grammar, arithmetic, and English history; in an agricultural district a prize or series of prizes might very well be given for agricultural chemistry, or the elements of the science as applied to agriculture. In other districts mining and metallurgy, mechanics, and chemistry would be very desirable. Let local boards be encouraged to offer for

annual competition a certain number of prizes, small in amount, let the scholars of all the schools come forward and compete for them, and let the Universities provide the examiners and conduct the examination exactly as the middle-class examinations are conducted. We want a healthy public opinion applied to schools, and to give the public as many honest and searching means of discriminating between good and bad schools as possible.

12,552. You are not favourable to a uniform and stereotyped system, but you would call in various agencies for that purpose?—Yes. The only point I should be very strong upon would be that certificates and examinations should not be multiplied; the *prestige* and honour is very much diminished by having half a dozen bodies conferring them at the same time. I would, as far as possible, confine them to the two older Universities.

12,553. Are you opposed to the introduction of any Government organization in connexion with that subject?—I have no faith in it. I know that some of the science examinations were not at one time very satisfactory. I have no doubt that they are improving very much, but still a body like the Government is not so likely to be *au fait* at modern views and modern ways of teaching as the Universities. In reference to the London University some years ago, though I have no doubt that the examiners were selected with the utmost care, still the mathematical papers for honours were continually reproduced, and I have reason to believe that one member of the Senate, whose attention was called to the subject, inquired into it, and when he had cancelled all those questions which occurred over and over again, he found there was but a small number left. The only guarantee against mistakes of that sort lies in the reputation and standing of the examining body, and the experience obtained by the tutors at the Universities.

12,554. (*Lord Taunton.*) Have you had any means of observing the present state of the education of girls of the middle rank of life in your part of the country, and the means of education through schools and otherwise which they now possess?—It is very bad indeed, especially in the solid, plain subjects, and indeed in the accomplishments, drawing and music, &c. I pretend to know something about music, but I seldom meet girls brought up in fashionable schools who are taught music properly so as to read at sight, although they devote so much attention to it.

12,555. With regard to still more important points, with regard to the substantial elements of a good education, common to boys and girls?—I have very rarely known girls who could work fractions properly, who understood anything about grammatical analysis, as it is taught in all good boys' schools. Magnall's Questions and Goldsmith's Geography are text books now used in many girls' schools.

12,556. How are they taught the elements of the English language?—From Murray's grammar, and text books exploded in the best boys' schools 30 or 40 years ago.

12,557. What are the schools through which they are now educated?—Private boarding schools and day schools, whose terms are pretty much the same as ordinary boys' schools. The finishing schools which they attend for a year or two if the parents can afford it, afterwards, are very much more expensive; they are as expensive as Eton or Harrow.

12,558. Can you suggest any means by which greater attention could be paid to the education of girls?—I have known one or two really efficient schools started, and very successful for a time; but ladies' schools are more apt to be fluctuating. If the mistress is apt and clever,

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she often gets married, and there is not therefore the same permanence in girls' schools. I have known one or two schools of that class where those subjects have been taught by a master, and the mistress has reserved for herself the general superintendence and preparation of the lessons and the teaching of the junior classes, making herself in fact subordinate to the masters in the higher English subjects.

12,559. Do you think the funds of the present endowed schools could with justice and utility, be applied in any degree for the better education of girls?—Many of those large endowments could be very properly employed for the improvement of girls' schools, as well as for the improvement of boys' schools.

12,560. From what you have said I think there is not quite the same motive for the establishment of good girls' schools as there is for the establishment of good boys' schools, in a commercial point of view?—No, there is not; there are many subjects that are of advantage to boys in a pecuniary point of view; for instance, if a boy receives employment in an office and knows French, or if he is articled to an engineer and knows something about practical surveying, or to a manufacturer and has a knowledge of chemistry, there is an immediate advantage which he and his friends can see at once. That is not the case with girls.

12,561. With regard to the establishment of schools for girls and boys, there seems to be a greater inducement with a view to pecuniary returns to establish boys' rather than girls' schools?—Decidedly so, but at the same time I think a really good girls' school in any large town would be much more likely to be a pecuniary success than a boys' school, for the very reason that there are so few of them.

12,562. In any large town with which you are acquainted in your neighbourhood are there good girls' schools?—The schools where English subjects are thoroughly well taught are very few. There are a great many ladies' schools, of course, which stand well in public estimation. I never knew but two in South Wales, and both of them are closed now, in which the English subjects were as well taught as they usually are in boys' schools.

12,563. In the case of these small farmers in your neighbourhood, who you say, in the case of their sons, show so remarkable an appreciation of the benefits of education, how do they educate their girls?—They send their girls to the popular school. The parish school, if we may so call it, is a mixed school. In Wales there is hardly any neighbourhood where there are more than 60 or 70 children attending, who consist of boys and girls mixed in the same class. They learn the same subjects together, and very often the girls are quickest.

12,564. So far as that education goes is the education of the girls pretty good?—Very good indeed.

12,565. It is after they leave these schools that they have not the means of carrying on their education further?—The farmers would not require an education very much beyond that for their daughters, because they get the essentials in these parish schools. They are taught arithmetic and English grammar thoroughly before they leave.

12,566. The farmers, then, are in the habit of sending their daughters to these schools?—Yes, but they often send them for 12 or 18 months afterwards to a town school, more for the sake of the supposed polish and culture than direct teaching.

12,567. If that is so they appear to get a tolerably good education for their position in life?—I think the farmers' daughters in districts tolerably well supplied with popular schools really get a very fair education. I happen at present to know one or two who have gone to a

boarding school and who had been previously educated at one of those schools of which I have been speaking. They are making no progress in school learning, but they have received as good an education in those subjects as was really indispensable to them. They are, however, gradually acquiring a good conversational knowledge of English, and losing their rusticity of address.

12,568. How is the daughter of a small tradesman or mechanic in one of the Welsh towns in your neighbourhood educated?—That is the class which is the worst off. The best education they can get is at the national and British schools.

12,569. Does the small tradesman allow his daughter to attend these schools?—Very often. The national and British schools are mainly attended by the better classes of artizans and the smaller tradesmen, who pay from 2*d.* to 6*d.* a week.

12,570. Do they get a fair education there as far as it goes?—They get a capital education.

12,571. How do you reconcile that with the opinion that you have stated, that the daughters of the middle classes of society were so very devoid of education?—I think the daughters of the artizans and the lower tradesmen have a far better knowledge of English grammar, geography, and arithmetic than the daughters of the class immediately above them.

12,572. In the case of the class immediately above them, do they decline to send their children to these national schools?—They do; they send them to the schools that ought to be suitable schools for their class in life, to the private boarding and day schools.

12,573. And it is with regard to them that your observation especially applies that they are not well educated?—Just so.

12,574. Can you suggest any remedy that could be applied so as to afford better means of education for that class?—The establishment of something on a smaller and humbler scale in various towns, like the ladies' schools in London. Some of them are extremely efficient and the teaching is as good as can be.

12,575. Has anything of that kind been attempted in any town in your vicinity?—Not to my knowledge.

12,576. (*Mr. Acland.*) In what kind of hands would you place the management and control of such female schools as you think might do good with a reasonable prospect of their being well managed?—It would not be difficult to find a lady of competent culture and refinement to superintend the pupils, and efficient masters to teach the various subjects, provided the functions were divided. The difficulty generally felt has been to get a lady superintendent uniting the requisite social and intellectual qualities, but if the teaching were entirely separated from the general superintendence a great deal of the difficulty would disappear.

12,577. Do you think with reference to female schools, or other schools for the middle class, that it is an advantage or a disadvantage for a school to be mainly though not exclusively connected with some one religious denomination?—I do not think it is any advantage except that if a school educationally does not secure patronage a strong committee may, for a time, keep up the numbers; but in the long run a school must always depend on its own reputation.

12,578. Do you think there is any advantage in the unity of internal management where the people all worship at the same place, and so on?—There is some advantage, no doubt, where people feel strongly on religious subjects. Dissenters are more accustomed to work together with slight differences of opinion than members of the Church of

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England because there are three or four dissenting denominations all slightly differing from each other, and still accustomed to work harmoniously, so that they merge their differences without much consciousness, but as between members of the Church of England and dissenters, I think where it can be done it would be decidedly better to have two distinct and separate institutions; not that, in many cases, the dissenters would not, from incidental preferences, send their children to the Church school, and members of the Church of England send their children to dissenting schools.

12,579. There being in England a great number of schools, which either by custom or by original deed, or by the accident of the composition of the managing body, are connected with the Church of England, do you think that on the whole it would be satisfactory to a dissenting body to let those schools continue in a liberal Church management with the conscience clause, or some similar arrangement to prevent dissenters being obliged to fall into a kind of teaching which they did not quite like?—I think there would be no objection whatever to leave the teaching in the hands of a member or clergyman of the Church of England, provided that the teaching of certain formularies, the Church Catechism, and of one or two other things to which dissenters object, were left out altogether. I believe dissenters would not object to the use of prayers from the Liturgy at the opening and closing of school, to the reading and explanation of Scripture as far as in my opinion a judicious master would feel inclined to go, to practical religious teaching, or to the usual sermons preached in school chapels by clergymen of the Church of England as head masters of schools; but they would strongly object to special dogmatic teaching as unwise and impolitic in an educational point of view, and as calculated, in the case of dissenting children, to foster disingenuousness and disloyalty to truth.

12,580. Looking at the advantage on the one hand of having some unity of management with a liberal opening to those who differed and the disadvantages of the attempt to make a compromise amongst all parties together, should you on the whole think it would be desirable to secure a liberal management of endowed schools rather than break up the whole system and attempt to put all denominations exactly upon the same footing in a general management?—I think that any attempt at dogmatic teaching at all is an educational blunder, and I am not, therefore, a proper person to give an answer to your question. I would say that the soreness between the Church of England and dissenters on these points does not entirely arise from tangible grievances. A good deal of it is a matter of feeling and honour. Dissenters feel that they have no right to be put in a position of inferiority and disadvantage, and although the grievance be not much, they will not submit to it quietly.

12,581. You mean that if the right of the dissenters were recognized by law as it is by the Endowed Schools Act, that there would not be a great soreness arising in their minds, wishing to upset the general arrangement which now subsists between churchmen and dissenters on that subject?—No, I do not think there would be. For twenty years to come a very large proportion of the masters of endowed schools would be members of the Church of England, and probably graduates of Oxford and Cambridge, and also clergymen of the Church of England. Dissenters are sensitive on these points and active in excitement in the matter, not because they absolutely feel the grievance *per se*, but because they think they are put in a false position.

Adjourned.

Wednesday, 7th February 1866.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE.
THE DEAN OF CHICHESTER.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

JAMES HILL, Esq., called in and examined.

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12,582. (*Lord Taunton.*) You are one of the Charity Commissioners?—I am.

12,583. And I think you were one of the Charity Commissioners appointed in 1849 under the sign manual to consider the subject of charities?—I was.

12,584. (*Mr. Erle.*) I wish to ask you questions respecting the functions of the Charity Commissioners; and, firstly, as to the endowment of charities; is it your opinion that the real estates of charities are sufficiently guarded against improvident or irregular transactions?—According to the existing law I think quite so.

12,585. What law is that?—The law as amended by the Charitable Trusts Acts.

12,586. Those provisions are concentrated in one principal enactment, are they not?—In the 29th section of the Act of 1855.

12,587. Does that law leave the trustees sufficiently free for the beneficial management of the charity estates without undue interferences?—They may grant ordinary occupation leases for all effective purposes.

12,588. If they require to alienate any charity lands, or to mortgage them, or to lease them beneficially or in reversion, or for more than 21 years, or for lives, must they obtain authority from your Board or from the Courts?—That is so.

12,589. Is it found that that law affords ample facility for dealing with charity estates as may be required for purposes of public policy or in the interests of the foundations?—The authorities that we are enabled to give to the trustees upon application, I think, give ample facility—all reasonable facility for disposing of charitable endowments in any way that may be most beneficial. It does not tie them up too much, and at the same time it guards them from any undue alienation.

12,590. Supposing, for instance, that the trustees of a charity think it desirable to effect a sale, what steps is it necessary for them to pursue?—The trustees would submit an application to the Charity Commissioners, stating the facts which in their opinion render it desirable to effect the sale in question, and would accompany that application with proper evidence of value obtained by themselves, either from the surveyor of their own nomination or one nominated by ourselves according to circumstances. We should then, if satisfied of the propriety of the sale, direct notices to be published by advertisement and by other local means; and then, if there were no objection elicited, we should ultimately, after waiting a reasonable interval, authorize the

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sale. We should issue an order for that purpose, upon which the trustees would be enabled to act. It would be simply an authority which would remove the disability of the trustees to alienate the property, and enable them to sell with restrictions only pointed out by our order.

12,591. You have stated that you receive applications from the trustees supported by the evidence of their surveyor; is the evidence of surveyors selected by the trustees and wholly unknown to your Board received?—Not at all, we make inquiries to satisfy ourselves, and if we are not satisfied with the sufficiency of the surveyor who may be nominated, we may require and frequently do require the appointment of another.

12,592. I suppose if necessary you send a surveyor selected wholly by yourselves?—Occasionally, yes. It very frequently happens that the trustees knowing what surveyor in a particular locality possesses our confidence, propose that he should be appointed, and as our functions become more widely known that course has become more generally adopted.

12,593. Is a public notice given of the intended sale?—We take care that there shall be ample notice always by advertisement, as at the church doors, or town-hall doors, or in public journals.

12,594. What has been the result of that publicity which is given to intended alienations of charity estates. Has it elicited objections?—Occasionally it has elicited objections, on the ground of the price being insufficient; but never any objection that I am aware of to the principle of the sale.

12,595. I meant whether the operation of this practice is beneficial, whether its effect has been to secure the greatest advantage or the most just advantage to charities?—I should say if the justice to charities consists in extracting large prices we have been very just to them. We have been accused of being unjust to others.

12,596. You have obtained very large prices?—Yes.

12,597. Have sales made with these precautions been subsequently found subject to objections from any parties?—Not that I am aware of.

12,598. What is the cost to the trustees of charities of that proceeding?—The cost is simply the same cost that would attend any ordinary sale. No fees are payable in our office.

12,599. What is the cost incurred at the Charity Commission office?—It is nothing.

12,600. It is only the expense of the surveyors employed?—That is all, unless solicitors are employed by the trustees. Of course, if they employ solicitors they must pay them; but it is not incumbent on them to employ professional assistance.

12,601. Are many sales of charity estates effected in that way?—Our reports state in each year what the number is. In the year 1864 there were 257, and in the year 1865 there were 224.

12,602. (*Mr. Baines.*) Transfers of trust property?—Sales of real estate.

12,603. (*Mr. Erle.*) The same precautions are provided by the law against undue charges of charity estates; they require the same sanction of the Charity Board?—That is so. It is obtained in the same way.

12,604. For what purposes can charity estates be mortgaged?—For any purpose which in our opinion is desirable for the administration of the trust, whether for the repair or reconstruction of buildings, or for raising funds for extraordinary purposes, or for any other object of that nature.

12,605. As to the personal property. At present personal property, for instance stock belonging to charities, is commonly vested in individual stock-holders, is it not?—Usually.

12,606. Does the security of those funds depend as usual in other trusts upon the integrity and responsibility of those trustees ?—Quite so ; they are in the same position as other trust funds.

12,607. Have there been many instances within your observation of defalcation of the holders of those funds ?—It has been very rare. In fact I cannot at this moment recollect more than one or two.

12,608. Has your experience been that there has been less defalcation and less dishonesty in the management of charity funds than has been commonly reputed to exist ?—I think so.

12,609. Charity funds may be vested in the official trustees of charitable funds. Are they then absolutely secure ?—That is my opinion, as far as we can make them secure.

12,610. If they are once vested in the official trustees, under what circumstances can they be transferred ?—Only under an order of our Board signed by two Commissioners.

12,611. And the transfer must be effected by all the official trustees ?—By three official trustees.

12,612. How are those funds managed ? Can they be re-converted as may be necessary for the interests of the trusts with sufficient facility ?—Do you mean re-transferred ?

12,613. Yes ; or converted, as may be necessary for other investments ?—It is done with perfect facility under an order of our Board, which is obtained without any expense.

12,614. How are the dividends received ?—They are placed by the officers of the Bank of England to the account of the official trustees, and are remitted by cheques drawn by the official trustees in our office to the acting trustees of each charity.

12,615. They are distributed from the office ?—Yes ; but no money passes. The cashiers of the bank receive the dividends directly.

12,616. With reference to the management of these funds so guarded, can the Commissioners under any circumstances assume the direct management, or can they only aid and control others in the management of charities ?—They have only power to give authority to the administering trustees to do what is necessary.

12,617. Can the Charity Commissioners under any circumstances apply charity money themselves ?—Under no circumstances.

12,618. Is the very general agency for the administration of charities that of trustees only ?—Solely of trustees.

12,619. In a very preponderating proportion of charities ?—Yes ; I think so. The only other instance I can think of is, where they are incorporated charities.

12,620. Such as incorporations of almspeople, or the like ?—Yes ; and occasionally of a schoolmaster and usher.

12,621. Do the trustees perform their duties gratuitously ?—Almost without exception.

12,622. The general law is that they should receive nothing ?—Yes ; unless there is some special authority in the foundation.

12,623. By whatever authority they are appointed, are they persons generally connected with the localities by property or residence ?—Where the charity is local that is the usual rule.

12,624. Is it your experience that the operation or failure of charitable endowments to provide their intended benefits depends most largely on the personal qualities of the trustees ?—Almost entirely, I should say, within the scope of the trust.

12,625. Is it a matter of experience to find one educational endowment dispensing large benefits, and another educational endowment, having the same income in a similar locality where the inhabitants

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are of the same class, a conspicuous example of failure?—Yes; we have occasionally had instances of that kind.

12,626. And with nothing to account for that difference beyond the qualities of the trustees?—The qualities of the trustees, joined, perhaps, to the inefficiency of the master.

12,627. The master would be appointed by the trustees?—Yes.

12,628. So, again, may an almshouse be a place of genial rest between the labours of this life and its termination, or may be a place of squalid disorder repulsive to any respectable inmates?—Yes, the case of an almshouse is, I think, more largely dependent on the trustees than a school, which is more directly dependent on the master.

12,629. And so distributive charities may in many parishes afford great relief to deserving objects, and in other parishes their indiscriminate dissipation may produce only disorder and discredit to the whole design of their foundation?—Yes, quite so; it depends on the administration.

12,630. What degree of responsibility are trustees under for those important differences? If a trustee is merely deficient in judgment or energy, and there is no personal corruption, is he under any direct responsibility which would compensate the charity, the benefit of which he destroys?—There is in such case no mode of removing him; no legal ground for removing him.

12,631. He is under no pecuniary or personal responsibility?—None whatever.

12,632. Then it being of the first importance, as charities are at present constituted, to secure the best trustees or best administrators, it becomes necessary to consider how they are appointed. When can the power of self-election of trustees, as it is commonly termed, where the continuing trustees fill vacancies in their own body, be exercised?—Only under the authority of the original foundation, or of a scheme established by the Court of Chancery, or by some other tribunal.

12,633. The Court of Chancery or the Charity Commission?—Yes.

12,634. Is that power of self-election often assumed where its exercise is legally inoperative?—Very frequently.

12,635. As to self-election as compared with the appointment of trustees by the Court or by the Charity Board, in one case is it attended with expenses which are wholly useless, and in the other case may it be done without expense at all?—Do you mean self-election as compared with appointment by the Court?

12,636. By the Charity Board?—Self-election of course would be attended with little expense, except the deed; the appointment by our Board is attended with no expense whatever of any kind.

12,637. Is the expense of the deed which accompanies the self-election of trustees necessary?—Not if our Board is resorted to; that dispenses with the necessity of a deed. In fact the appointment when made by the Charity Commissioners is absolutely free of expense.

12,638. In that case how is the transfer of the trust estate effected?—The legal estate is vested by our order in the official trustee of charity lands, where it reposes indefinitely.

12,639. Or if it is transferred from one set of trustees to another set of trustees, what is the expense?—There would be the expense of the ordinary deed stamp of 35*s*.

12,640. And no other expense whatever?—No; that is the only expense.

12,641. You say that there is very often a power of self-election created by schemes:—what has been the practice of the Charity Commissioners in establishing schemes, and conferring on surviving trustees a power of self-election?—We require that in all cases of such election by the trustees the names of the persons so elected should be submitted to our Board for approval, which approval is not given until notice has been published, and any observations or suggestions or objections considered. We have found in practice that this course has worked well, that it tends to check any improper appointments, and at the same time is not attended with any expense or irritation, such as is frequently occasioned by a contest in the first instance.

12,642. (*Mr. Baines.*) I understand that that was in cases where you had new schemes?—Where there was a scheme conferring on the existing body the right of election to fill up vacancies.

12,643. (*Mr. Erle.*) The persons who exercise that authority are required to certify to the Charity Commission the resolution which they have passed nominating any new trustee, are they not?—They forward to our Board the resolution.

12,644. And the operation of that nomination is suspended until it has been confirmed by the Board?—Yes.

12,645. What is the practice of the Board under those circumstances, on receiving an application?—We require a local notice to be published of the name of the person elected, and invite any communication on the subject.

12,646. (*Lord Taunton.*) Do you ever receive communications?—Very rarely; we have sometimes.

12,647. (*Mr. Erle.*) Have any complaints reached the Charity Commission of appointments which have been made with those precautions? Do you recollect any instances?—They are very rare, if they have been made. I do not at this moment recollect one. We usually have the objections beforehand, before the appointment is confirmed.

12,648. (*Lord Taunton.*) Have any cases occurred in which in consequence of objections you have declined to sanction the appointment of a trustee who had been suggested?—We have suspended them: There is an instance now in Lincolnshire, where there is a very angry contest on that subject. In such cases we usually send inspectors, if the other circumstances are such as to justify that course, to ascertain what will be the most proper appointment.

12,649. Do you remember any case where ultimately you have declined to confirm the appointment of any trustee?—I think we simply suspend action. We suspend our action, and endeavour to drive the parties to a compromise. If that cannot be effected we ultimately make the best appointment we can.

12,650. (*Mr. Erle.*) Do you recollect any instances in which all parties have agreed on substituting one name for another?—Constantly; that is the way we work. We drive them to meet together and agree upon a list, and we assume that that list is the best that can be obtained.

12,651. I believe in all transactions of the Board great importance is attached to publicity?—We find the greatest advantage in having unlimited publicity.

12,652. It is found of the greatest advantage to the Commissioners, is it not?—Very great; it is a great protection to us.

12,653. Where there is no power of self-election, how are trustees generally constituted?—By an order of the proper court or tribunal.

12,654. Before the constitution of the Charity Commission was the power of appointing trustees in the absence of any authority created by

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the founder vested exclusively in the Court of Chancery?—Exclusively.

12,655. So that in the case of any charity, however small, it was necessary to go to the Court of Chancery if a regular appointment was to be obtained?—Yes.

12,656. When the first Charitable Trust Act was passed what new provision was made for obviating that inconvenience in the case of small charities?—A power was created of applying to the County Courts or the district Courts of Bankruptcy in the case of the smaller charities, those whose incomes did not exceed 30*l.* That was afterwards increased to 50*l.* by the Act of 1860.

12,657. The power to make these appointments was extended to the County Courts and the district Courts of Bankruptcy in 1853?—Yes.

12,658. Have any applications been made to the district Courts of Bankruptcy?—None.

12,659. The County Courts still retain this jurisdiction, extended, I believe, to 50*l.*?—Yes.

12,660. What has been the course of proceeding under the Act of 1853 when parties have desired to apply to the County Court?—In the first instance they have applied to the Board of Charity Commissioners for a certificate enabling them to make the application to the County Court. We have examined into the circumstances, and if we have found that they justified the application, we have issued our certificates stating all the facts, and usually suggesting to the judge the order proper to be made. In point of fact the whole proceedings have been prepared in our office, and almost brought to a completion before the case came to the court.

12,661. Is any instance known of an order made by the County Court judges which was not proposed *in extenso* by the Charity Commissioners?—I do not recollect it; it may have been so.

12,662. When the proceedings before the County Court are terminated, is the order made by the judge final?—It has to be confirmed by our Board.

12,663. Has the order any effect until confirmed by your Board?—No.

12,664. If any parties are desirous of appealing from the order of the County Court, what authority is required for authorizing that appeal?—A certificate from us.

12,665. (*Sir S. Northcote.*) Did the County Court ever stop an order altogether. You say they never altered it, did they ever stop an order or refuse to make one?—No, I am not aware of it. I understand that it is only a particular class of orders we are now alluding to: certain contentious cases can only be fought out before the court, and these we still leave to the court for determination, but Mr. Erle I think was alluding principally to orders for schemes and administrative purposes only.

12,666. (*Dean of Chichester.*) You do not sit in open court at all?—No.

12,667. (*Mr. Erle.*) If any persons desire to attend the Charity Commissioners on settlement of schemes, are they at liberty to attend?—Certainly they are, and they have done so by counsel. We are not an open court. I do not know that we should allow everybody to walk in, if that is what is meant.

12,668. I think your statement is that the whole of the administrative business of the County Courts has been transacted in your office?—Practically in our office.

12,669. Was it felt by the Commissioners, under those circumstances,

that the persons interested in charities were subjected to unnecessary formalities and expense, and was any proposal made to Parliament to alter that law in 1855?—Yes, we suggested it in one of our reports, and in consequence a Bill was introduced in the year 1855 giving an extended jurisdiction to the Commissioners, but that Bill in its progress through Parliament was very materially curtailed.

12,670. I believe the proposal to extend to your Board the authority to make these orders directly was rejected?—That was so.

12,671. In 1860 there was a new law passed?—Yes.

12,672. I believe considerable powers were in 1860 extended to your Board?—Yes, by the Act of 1860.

12,673. What power of appointing trustees was extended to the Charity Commission by that Act?—By that Act the same power of appointing trustees was given to the Charity Commissioners, upon certain applications, as might be exercised by the Court of Chancery previously.

12,674. And the same power of making schemes?—Yes; and of removing schoolmasters and trustees.

12,675. (*Dean of Chichester.*) You have that power now?—Yes, upon certain applications.

12,676. (*Mr. Erle.*) That extends, I think, to charities of any amount, however large or small?—Of any amount.

12,677. Will you state how far that power is restricted; you say it must be made on certain applications?—In the case of a charity whose income does not exceed 50*l.* we are enabled to make those orders on the application of any one or more of the trustees, or of any two persons, being inhabitants of the locality, interested, or of any person interested in the charity, or of the Attorney-General.

12,678. Is that order appointing trustees or making a scheme subject to appeal with reference to the same charities?—As to the smaller charities it is subject to appeal, with the allowance either of our Board or of the Attorney-General, within three months after the issue of the order.

12,679. Has that power of appeal been found satisfactory?—In one instance only has it been exercised, and in that case the appeal was dismissed.

12,680. (*Lord Taunton.*) Are you able to state in how many cases you have made schemes?—I can state accurately the number of orders made by us under the new jurisdiction. Since 1860 we have made 1,417 orders under the new jurisdiction.

12,681. Is that of charities of all amounts in point of income?—Yes.

12,682. (*Lord Lyttelton.*) Is that up to the present time?—Up to the close of last year.

12,683. Between 1860 and the close of last year?—Yes; under the new jurisdiction created by the Act of 1860.

12,684. (*Mr. Erle.*) Are the objects of those orders confined to the appointment of trustees and the establishment of schemes?—For all objects included in the jurisdiction created by the new Act; principally the appointment and removal of trustees and the establishment of schemes.

12,685. Does that include orders for the removal of masters?—No.

12,686. (*Lord Taunton.*) Will you state to us more exactly what you mean by a scheme as applied to a charity or a school?—I should define a scheme to be a code of rules governing the administration of a charitable foundation.

12,687. Whether it be a school or a hospital, or of whatever nature it may be?—Any charitable foundation.

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12,688. I presume you have not an unlimited discretion with regard to the nature of these schemes ?—Certainly not.

12,689. By what is your discretion limited ?—By the general law; the same law that fetters the discretion of the Court of Chancery. We have the same power as the Court of Chancery.

12,690. (*Mr. Baines.*) And with an appeal to the Court of Chancery from you ?—Yes.

12,691. (*Mr. Erle.*) Can the Charity Commissioners act *proprio motu* in any case to appoint trustees, or to make any new scheme of regulations ?—No.

12,692. With reference to charities whose income amounts to 50*l.* or upwards, what application is necessary ?—We can only act upon the application of the trustees or administering body; an application signed by them, or a majority of them.

12,693. (*Lord Taunton.*) Do parties ever go direct to the Court of Chancery rather than come to you when they wish any alteration in their schemes ?—By one of the provisions of the Act of 1853 no parties can go to the Court of Chancery, except in proceedings already pending before it, for any object connected with a charity without our authority given by a certificate under the seal of our Board; but they frequently do apply in the first instance for a certificate enabling them to go to the Court of Chancery.

12,694. What is their object, or what advantage do they gain by going to the Court of Chancery instead of to the Charity Commissioners ?—The circumstances of particular cases may be complicated and may appear to justify that course, or the solicitor may advise it.

12,695. Except the greater expense which is incurred, what possible object can anybody connected with the charity have in resorting to the Court of Chancery, which must be a more expensive proceeding, rather than come to you ?—That course is not very general. If you will allow me, I will mention the number of cases in which the Court of Chancery has been applied to, or rather in which we have given authority to apply to the court during the five years which have succeeded the passing of the Act of 1860. In those five years, in which we have ourselves made 1,417 orders under the new jurisdiction, there have been 118 applications authorized to the Court of Chancery and 16 to the County Courts; that is an average of 23 applications a year to the Court of Chancery and three to the County Courts.

12,696. (*Lord Lyttelton.*) Do you often refuse certificates ?—We have done so; but not often. We have usually suggested, where the case admits of it, that the proceeding should be taken in our office rather than in the Court of Chancery, and that suggestion is frequently adopted. In some cases, however, especially those of a contentious character, in which it is not intended by the Act of 1860 that we should exercise jurisdiction, we allow the matter to be taken to the court.

12,697. You would be unwilling to refuse certificates where there are *primâ facie* grounds for going to the court ?—Where there is any sufficient cause of contention we think it desirable that it should be determined by the court.

12,698. (*Lord Taunton.*) With regard to the importance of the charity in point of funds and the amount of estates, do the more important charities in that respect go to the Court of Chancery rather than to you; is there any distinction in that particular ?—They usually act through solicitors, and there is a very general disposition on the part of solicitors to consult the courts to which they have been accustomed, and in which they may have more faith than in a new tribunal. There

are very numerous instances, however, in which the trustees of the larger foundations have come to us voluntarily in the first instance.

12,699. Do you believe that the schemes sanctioned by your Board have differed in point of principle at all materially from those which have been sanctioned by the Court of Chancery?—They ought not to have done so.

12,700. But have they, in point of fact?—Not to my knowledge. We should have done wrong in establishing any scheme which violated the law.

12,701. I do not mean with regard to the law, but, for instance, with regard to schools, which are more particularly the object of the inquiry of this Commission, have the Courts of Chancery laid down different rules in regard to the management of schools from those which you have been in the habit of laying down as a Charity Commission?—We endeavour to steer ourselves as nearly as we can according to the practice and rules laid down by the Court of Chancery, but at the same time we feel considerable embarrassment in ascertaining what those rules are, because as far as we can follow the decisions there is not a perfect accordance in them on all points.

12,702. In fact there has been a considerable diversity in the schemes of the Court of Chancery, according to the different views of the judges who presided at the Chancery Courts?—We have felt that, and it has embarrassed us very considerably.

12,703. In your Commission do you follow any uniform rule as far as you can with regard to applications on the part of schools?—We lay down such rules as, according to the best of our judgment, are founded on the law. It is our duty to follow the law and not to make it.

12,704. There is a certain discretion left, with regard, for instance, to schools, both to the Courts of Chancery and to you in framing regulations?—No doubt there is a discretion in applying rules to the particular case, and there is the difficulty.

12,705. Do you think there has been any great diversity in practice between the rules that you have laid down and the rules the different Courts of Chancery have laid down about schools?—I do not know that I can go so far as to say that there has been a great diversity of practice. There may have been instances in which some schemes we have established may not have been strictly in accordance in every point with particular cases determined by the courts; but then, on the other hand, there are counter decisions by which the same may be supported.

12,706. (*Lord Lyttelton.*) Is there express reference, in any of the Acts of Parliament directing your course of proceeding, to the Court of Chancery as a model for you to follow?—The words in the Act of 1860 which give us our jurisdiction are that we shall have the same jurisdiction as is now possessed by the Court of Chancery.

12,707. (*Lord Taunton.*) I think you have said that your decisions had very seldom been appealed against?—In one instance only out of 1,417 cases.

12,708. (*Sir S. Northcote.*) Were you overruled or not?—The appeal was dismissed.

12,709. What case was that?—It was the case of the Hackney charities.

12,710. Not a very important case?—No; it was, I think, a contest between two bodies of trustees, which should have the letting and management of the charity estates; that I believe was really at the bottom of the case.

12,711. (*Lord Taunton.*) As a matter of public utility, do you think it would be desirable that there should be a greater uniformity of practice

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on the parts of the Chancery Courts in laying down these schemes for schools particularly?—It would be a very great assistance for us if there was a more certain rule applied.

12,712. Do you think it would be a benefit to the public also?—No doubt.

12,713. (*Dean of Chichester.*) In many instances you prevent litigation by persons coming before you without the lawyers?—I think so; the colloquial proceedings of our office promote that.

12,714. (*Mr. Erle.*) When you spoke just now of instances of your refusing to permit parties to go to the Court of Chancery, your answer would apply to instances in which persons having no personal interest in a charity, but yet desiring to enter into litigation with respect to it, have applied to you for authority to institute such litigation?—We should check that.

12,715. You would refuse your certificate in such a case as that?—If it was a proper case for litigation we should certify the case to the Attorney-General, in order that the proceedings might be taken by him.

12,716. With reference to any charities having a larger income than 50*l.*, if a whole parish applied to you to exercise your authorities under the Act of 1860, but the trustees refused to make an application to you, could you act?—We could not.

12,717. You said with reference to the small charities that any persons authorized by the Attorney-General to appeal could do so, but with reference to the more important charities is the right of appeal to the Court of Chancery under any similar control?—No, it has been opened much more widely; in fact it is practically unrestricted, which is a great embarrassment to us in the exercise of that jurisdiction.

12,718. May any persons, inhabitants of the parish, whether having any interest in the charity or not, or any trustee, whether with or without the sanction of the Attorney-General, or any other authority, appeal?—Yes, within three months.

12,719. And involve the charity in very contentious litigation?—Yes.

12,720. (*Lord Taunton.*) You say that, in point of fact, there have been no such appeals?—That is so, but the apprehension of the right of appeal being exercised has deterred us in many cases from acting where we should otherwise have thought it advisable to do so.

12,721. (*Mr. Erle.*) Is the power of removing trustees the same as the power of appointing trustees, and to be exercised under the same circumstances?—Yes.

12,722. What is the power of the Commissioners for removing masters of schools?—We have the power under the Act of 1853 to authorize the trustees to remove masters for sufficient cause ascertained by ourselves.

12,723. Is there any appeal from an order of that kind?—There is no appeal.

12,724. (*Lord Taunton.*) Has that power frequently been exercised?—Occasionally, but not very frequently.

12,725. (*Mr. Erle.*) Has it been exercised chiefly with reference to small schools, where the masters have been found to be intemperate or negligent?—Yes, or in cases of immorality.

12,726. (*Lord Taunton.*) I presume you would not be disposed to exercise that power except in an extreme case?—We are empowered to act only on the application of the trustees, and we only do act where the circumstances appear to us to justify it.

12,727. Do you find that the trustees are only inclined to apply for such a power in an extreme case?—That is so as a rule, and in some cases they will not apply even where there are sufficient grounds.

12,728. Therefore the evil is rather on the side of keeping masters too long than of any disposition to get rid of them unduly ?—Quite so.

12,729. (*Sir S. Northcote.*) Would you consider yourself authorized to remove a master for mere inefficiency not coupled with any grave moral offence or gross breach of the rules of propriety ?—The provision which we are now discussing only goes to the extent of our authorizing the trustees to remove.

12,730. But on the ground of mere inefficiency, would you consider yourselves authorized to authorize the trustees to remove ?—It would be very much a question of degree. It would be very difficult to establish a case that was sufficiently strong ; "competency" is the word in the Act.

12,731. (*Lord Taunton.*) With regard to the power of removing masters, do you think it would be for the public interest that there should be vested in you or in some other body a more ready power of removing incompetent masters ?—By the Act of 1860 we have the power to the same extent that the Court of Chancery has directly to remove masters, but it would be a cumbersome and difficult process. Of course the master must be heard, and the whole circumstances must be inquired into. It would frequently be a very nice question whether the case established sufficient legal grounds for removal, and therefore it is in practice very difficult to apply that remedy.

12,732. In point of fact have you ever exercised that power ?—I am reminded that in one case at least we have done so. There is also another power created by the 14th section of the Act of 1860, which enables the trustees themselves, as to all masters appointed after the date of that Act, to remove them upon notice.

12,733. Have you any reason to believe that that increased power of the trustees with regard to the removal of masters has produced a beneficial effect ?—It has not existed long enough to enable us to form a very accurate opinion. It only applies to masters appointed after the passing of the Act, and we have not yet had our attention directed to proceedings of trustees under it.

12,734. You believe it was a useful change in the law ?—Certainly ; every change in that direction appears to me to be most salutary. What is wanted is a very summary power of removing masters to secure the efficiency of schools. The power which I was adverting to in the Act of 1860, of enabling trustees to remove masters in the mode that I pointed out, does not apply to grammar schoolmasters. There is an express exemption introduced at the end of the clause. That was done in the course of its progress through Parliament.

12,735. (*Lord Taunton.*) What power at all is there of removing grammar school masters ?—Only the power I have just indicated, of going to the Court of Chancery, or for the trustees to remove upon our authority for defined cause, unless there is a power created by the instrument of foundation or by scheme.

12,736. (*Sir S. Northcote.*) How do you define a grammar school for those purposes ?—Lord Eldon defined grammar schools to be schools where classics were taught.

12,737. Does the Act merely speak of grammar schools without any further definition ?—It would receive the legal definition if necessary.

12,738. What precisely are the schools which are exempted from the application of Lord Cranworth's Act ?—The 24th section of the Grammar Schools Act enumerates various schools, viz., Westminster, Eton, Winchester, Harrow, Charterhouse, Rugby, Merchant Taylors', St. Paul's, Christ's Hospital, Birmingham, Manchester, Macclesfield, and Louth, or such schools as form part of any cathedral or collegiate church,

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and the same schools are exempted by reference to that section in Lord Cranworth's Act.

12,739. (*Lord Taunton.*) It would appear then that the schools of Edward the Sixth are not exempted from the operation of Lord Cranworth's Act?—Not expressly.

12,740. (*Sir S. Northcote.*) Except Birmingham?—Yes, Birmingham is mentioned.

12,741. (*Mr. Erle.*) With reference to schemes for the new or improved application of the funds of any endowment, what variation of those purposes are you authorized to provide for by scheme? What is the general law?—The general law requires that the directions of the founder should be adhered to, except in the case of those directions becoming impracticable in the course of time, or of their being contrary to the law, whether for reasons of public policy or from any other cause.

12,742. Then that would give very little facility for varying the trusts. Have the courts exceeded that law in practice?—In certain cases they have evidently struggled against the operation of the law, and have established schemes which it is very difficult to reconcile with that particular rule. I think I have already adverted to the embarrassment we feel from that state of circumstances.

12,743. (*Lord Taunton.*) You think some of the Courts of Chancery have taken a wider range, a greater latitude in the interpretation of the intentions of the founder than you have felt at liberty to do in your Board; is that so?—We, of course, feel that it is not becoming for us in the position we occupy to strain the law unduly, but the difficulty is to know what the exact law is on these points; the rule is easily laid down, but the application of the rule is not so easy. The rule is that you must adhere to the directions of the founder so long as it is practicable to do so.

12,744. (*Mr. Erle.*) Is the practice of the court uniform as to questions not concluded by that rule of law which you adverted to, for instance, as to charging capitation fees on scholars?—We have great difficulty in extracting any general and invariable rule from the decisions of the court on those points. They have certainly been in several cases conflicting.

12,745. Then on another material question of allowing the masters to take boarders, is it possible to extract any general rule from the decisions?—We feel the same difficulty on that point also. The decisions of different branches of the court do not harmonise. In a recent case of the Bristol school, decided by the present Master of the Rolls, he refused to allow boarders. The case of the Tiverton school is another instance. There are a great many cases the other way.

12,746. Are there many cases in which the construction of buildings expressly designed for the reception of boarders have been authorized by schemes?—That is so.

12,747. As to the question of requiring capitation fees from scholars, has the practice been uniform?—There is no uniformity of practice in that respect as far as we can collect, and no principle established which can guide us.

12,748. Have the Charity Commissioners been able to extract from the orders made by the Courts of Chancery any uniform rule on this subject?—The difficulty we have felt is in not being able to do so.

12,749. Do you think that the best way of removing these difficulties would be by some general legislation giving great expansion to all the authorities whose duty it is to propound schemes for charities? Would the short and most convenient way be to expand the law?—I think that it would be a most desirable measure to relax these rigid provisions of the law

upon the points which have been adverted to, and to enable the courts, and if thought advisable the Board of Charity Commissioners, to establish more enlarged schemes.

12,750. (*Lord Taunton.*) How would that secure uniformity of decision; if the discretion was still larger than it now is, and if the Chancery judges took different views upon those subjects, would not that rather have a tendency to produce greater diversity of practice rather than less diversity of practice in those respects?—I think the diversity of practice consists in the application of the rule. I apprehend there is no difference of opinion as to the expediency of capitation fees, but what has created the diversity of decision is the variation of the opinion of the courts as to how far they were at liberty, having regard to the terms of the particular foundation before them, to establish a scheme imposing such fees.

12,751. Do you think if there were a very large discretion given it would have a tendency to produce uniformity of decision in practice?—I think so. I think there would be a general feeling that in every case where a scheme was proposed empowering the governing body to impose capitation payments, the scheme should be adopted in that form. It is solely because it has been felt that the law is opposed to such a clause that in certain cases it has been refused.

12,752. Do you not think it would be still to be apprehended that there being several Chancery judges, their own individual opinions might colour their decisions to a degeee that would still leave a great deal of diversity of rule?—I am hardly competent to express an opinion upon that. I should think not. From the current of the decisions, and the general scope of the views taken on these points, I should think that there would be a concurrence of opinion in favour of those payments.

12,753. (*Mr. Acland.*) Is it not the fact that there is a general stream of experience founded on views of school policy and expediency, which is liable to be frequently interrupted by sudden jerks of legal decisions which you cannot anticipate?—In some measure.

12,754. You do not apprehend that the tendency of the public mind would be very unsettled, but that the difficulty and the uncertainty arises from your never knowing how certain previous applications of law will be applied to the general policy?—To the particular case; the difficulty is in applying general rules to the particular case.

12,755. (*Lord Lyttelton.*) Do you think that the concentration of the power of decision as much as possible in one court, whatever that court might be, would be an advantage?—I do not feel that, if the rule were distinctly understood.

12,756. Having so many different branches of the Court of Chancery, is it not an inconvenient system?—No doubt, where the rule is so indefinite in application that it admits of varying decisions according to the discretion of each judge.

12,757. Do you conceive that the rule might be defined more exactly than it is?—I think the difficulty is, that the rule of law as now existing is too stringent, and that some judges from the constitution of their minds will consider that it admits of more latitude than others might be disposed to extend to it.

12,758. (*Mr. Acland.*) Is is not the case that a judge sometimes decides by interpretation of ancient documents, and sometimes partly by reference to modern expediency?—I should conceive that there must be always a tendency in the mind of every judge to endeavour to relieve the existing necessities of the case. No doubt in many cases that influence will affect the decision.

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12,759. Do you think that a judicial tribunal is a body which can deal wisely with general questions of expediency?—I think that the ordinary questions which arise on the establishment of schemes are scarcely subjects for judicial cognizance. They are matters more to be dealt with by persons of sufficient intelligence, conversant with such subjects and familiar with their practical operation.

12,760. (*Dr. Storrar.*) Do you think it would be of advantage, under larger powers granted by Act of Parliement, to extend the powers and functions of the Charity Commission, so as to give them larger authority than they now have to alter schemes and secure uniformity of application?—I think it would tend very materially to utilize these foundations, whether of an educational or charitable nature, if the rules of law which I have adverted to, and which at present tie them up too closely, were relaxed, and if the judicial courts and also the Charity Board were enabled to make orders with that extended authority applying this relaxation.

12,761. My question rather applied to diminishing the amount of business that goes into the law courts, by extending the power of the Charity Commissioners?—Practically I think the figures tend to show that the business of that description is already transferred in a very large measure to our office, where we have made 1,417 orders, the Court of Chancery has only made 118.

12,762. (*Mr. Erle.*) Can you state the principles by which the Charity Commissioners are governed in inserting what is called the conscience clause in a scheme for one school and leaving it out for another school?—In dealing with an educational endowment, for which no particular form of religious instruction is prescribed by the foundation, we consider that the law requires that the scheme to be established shall direct that the religious instruction shall be given according to the principles of the Established Church with the addition of what is called the conscience clause, by which those scholars whose parents or next friends object on conscientious grounds are exonerated from participating in that instruction; but where in the original foundation there is a direct intimation of desire that the instruction of all the scholars shall be in accordance with the principles of the Established Church or of any other religious persuasion, then the conscience clause would not be properly introducible.

12,763. (*Lord Taunton.*) Take the case of an endowment in a pre-reformational period by some Roman Catholic bishop, for instance, what should you do in that case?—If nothing had been said in the foundation precluding the exercise of any discretion, we should apply the conscience clause.

12,764. Suppose it was done by a bishop of the Church of England, what should you do then?—We should not consider that the religious persuasion of the founder made any difference.

12,765. You look merely to the terms of the trust?—Yes.

12,766. (*Mr. Erle.*) Do you consider that a matter of discretion, or are the Commissioners bound by the Act usually called Lord Cranworth's Act?—I think that any discretion which may have previously existed on the point is taken away by Lord Cranworth's Act.

12,767. (*Lord Taunton.*) You do not consider that you have any option on the point?—We consider that Lord Cranworth's Act excludes all discretion on this subject in cases to which it applies.

12,768. Have the Courts of Chancery in this respect uniformly acted in the same manner that you have?—I am not aware of any decision of the Court upon the point since Lord Cranworth's Act; it is rather difficult to collect the rule from the cases decided previously to that

Act. The court in several instances avoided the question. In the Sherborne school case it declined to introduce any conscience clause, but left this to the visitor's judgment.

12,769. Was that the case of a school in which nothing had been said in the foundation with regard to the religious instruction of the boys?—It was an Edward the Sixth's grammar school, and from the fact of its being a grammar school of Edward the Sixth's foundation, it was considered that it should assume a Church of England character. The case of the Chelmsford school is a similar authority.

12,770. But that is supposing that you are to be guided by the character of the founders rather than by anything expressed in the deed of foundation; is not that so?—It rather points to that conclusion, but there is no very definite conclusion to be drawn from the decisions; I am speaking of cases prior to Lord Cranworth's Act.

12,771. You have, as I understand, acted pretty uniformly on the principle of introducing the conscience clause in all cases where you did not consider yourselves debarred from doing so by the expression in the deed of foundation of a desire that the children should be brought up in one particular form of religion?—That is the principle.

12,772. I think, from what you have said, that the Courts of Chancery have not carried that principle out quite as strictly as you have done?—The cases to which I was alluding were decided previously to Lord Cranworth's Act. I understand, according to the effect of those decisions, the character of Church of England to have been ascribed to King Edward's schools as imposed on them by their foundation.

12,773. Supposing an Edward the Sixth's grammar school came before you, should you or should you not introduce the conscience clause into a scheme which you sent down for that grammar school?—In my own opinion there would be difficulty in inserting the clause until some judicial interpretation of the effect of Lord Cranworth's Act shall have been given. The case, however, has not been before us, and I cannot say beforehand what our determination might be.

12,774. (*Mr. Acland.*) Is there, as far as you are aware, any power of seeing that the trustees discharge the duty which is imposed upon them by Lord Cranworth's Act, viz., of framing regulations?—Only the ordinary power of supervising trustees of charities.

12,775. (*Lord Lyttelton.*) Is it only an explicit direction as to religious teaching in the endowment which would prevent the insertion of the conscience clause? You do not admit inference or implication of any kind to exclude it?—According to the words of the Act that would not be admissible; but there has been no judicial interpretation placed on the effect of the Act.

12,776. (*Mr. Acland.*) When in answer to my question you said "the "ordinary power of supervision," what did you refer to?—I meant the power of inquiry vested in our Board, or the remedial power vested in the Court of Chancery.

12,777. Does your Board in fact exercise any supervision to see that those regulations are made in grammar schools in pursuance of that Act?—We should not act unless there was some complaint; it would not be brought under our notice.

12,778. (*Mr. Erle.*) Has any case been brought before your Commission of a grammar school founded by Edward the Sixth in which the question of introducing a conscience clause has arisen? Have the Commissioners been required to settle any scheme for a school foundation of Edward the Sixth, that you recollect, since the passing of Lord Cranworth's Act, in which your Board have been required to determine that question for themselves?—No.

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12,779. So that the question has not been the subject of any resolution of your Board ?—No.

12,780, (*Sir S. Northcote.*) You said that the success of the schools depended very much upon the personal qualities of the trustees, and you referred especially to the power which the trustees have of appointing masters. Are there not many schools in which the appointment of the master rests not with the trustees but with some other body, as, for instance, some College at one of the Universities ?—There are instances of that kind no doubt, but not very many.

12,781. Are you of opinion that that is a desirable arrangement, that the responsibility of appointing the master should rest, not with the trustees, but with some external body ?—If it were free to re-create the foundation I should say, certainly it is better to vest the appointment in the trustees.

12,782. (*Lord Taunton.*) Suppose an application were made to you on the part of an endowed school for power to introduce the proprietary element into their school, or in some way to unite themselves with an educational establishment founded on different principles, can you consider yourselves at liberty to entertain any such proposal, and to allow them to modify their own system with reference to such an amalgamation ?—I should not see that there was any objection on principle so long as the proposal did not involve any fundamental departure from the principles of the foundation.

12,783. Have you ever had applications of that description made to you ?—I think there is a case now under consideration, or if it is not actually brought before us it is about to be.

12,784. There is nothing in your rules to prevent your considering such an application ?—No, nothing at all, no rule or principle.

12,785. (*Lord Lyttelton.*) For some purposes there is a distinction as to charities coming under your jurisdiction, whether they have 50*l.* a year or not ?—There is.

12,786. Do you think there is any advantage in such a distinction ?—Certainly not ; we should be very glad to see it relaxed.

12,787. (*Dr. Storrar.*) And you would not fix any sum ?—I see no object in doing so. The distinction is, that in cases over 50*l.* a year we can only act on the application of the trustees themselves for the purposes of that Act.

12,788. (*Lord Lyttelton.*) Then, with regard to the removal of the trustees, you cannot act in any case without an application from an inhabitant ?—The application must proceed, in the case of a charity of less annual value than 50*l.*, either from two inhabitants or from one or more of the trustees, or some person interested in the charity ; and in the case of any charity of larger annual value, from the trustees themselves or a majority of them.

12,789. Would it be desirable that the Charity Commissioners should have the power to act, or to set their jurisdiction in motion, from whatever source they may be led to think it desirable that they should do so ?—I think that practically, if a case required our interference, we should always be enabled to get two inhabitants to apply. I do not think there is any practical difficulty about that. The difficulty, however, of obtaining an application from the trustees themselves is frequently very great, and I think it extremely desirable that the law which prohibits our Board from acting in certain cases except upon the application of the trustees should be altered.

12,790. The general rule of law which you now have to go by as to the modification of any scheme is that which is known as the Chancery doctrine of *cy pres* ?—That is so.

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12,791. Do you conceive that with proper safeguards the Charity Commission, or any tribunal, might be allowed to relax that rule, so as to take in general considerations, such as the necessities of the present time, and of local expediency?—When a *cy pres* scheme is established, I think that all those considerations would be looked at by the authority which established the scheme. It appears to me that what is required is the expansion of the present law affecting the particular state of circumstances in which a *cy pres* scheme may be established.

12,792. Is not the *cy pres* principle that of adhering as nearly as practicable to the intention of the founder?—That is the theory on which it proceeds. How it is carried out in practice is another thing.

12,793. (*Lord Stanley.*) Provided the original intention of the founder is practicable, and not absolutely contrary to public utility, I presume you have no authority to vary it, although some modification of the manner in which the fund is applied might be a great public advantage?—The law would prohibit such a variation at present upon any point of principle or of material importance.

12,794. (*Lord Lyttelton.*) We have it in evidence that if the Charity Commission, with or without the consent of the Court of Chancery, go beyond the limit of the *cy pres* doctrine, then the scheme has to pass through Parliament, through all the stages of a Bill. That is so, is it not?—Yes.

12,795. It has been suggested to us that another well-established form should be adopted instead of that, that the scheme should be framed as now, but instead of being embodied in a Bill, should be laid on the table of Parliament for a given number of days, and at the end of that time, in case no objection is made, should at once become law. Should you approve of that suggestion?—I think that it might be worked out with much greater facility than the present plan.

12,796. With regard to appeals, do you think the right of appeal from the Charity Commission might be left as it is, with only this restriction, that it should not be allowed without the fiat either of the Attorney-General, or the Home Secretary, or some other independent authority?—I think it is very desirable that the present unrestricted right of appeal should be curtailed. The unrestricted right of appeal applies only to the cases of charities exceeding 50*l.* a year in value. As to those under 50*l.* a year, there is already a restriction. What appears to be needed is the doing away with the difference.

12,797. What is the restriction now in the case of small charities?—The fiat of the Attorney-General or the allowance of our Board.

12,798. Would you extend that to all cases?—I should abolish the distinction, and extend the same restriction to all cases.

12,799. As to the appointment of inspectors, your inspectors are appointed by the Treasury?—By the Crown.

12,800. Would it be more convenient that the appointment should be in your own hands?—Certainly it would.

12,801. (*Dean of Chichester.*) Have you possession sometimes of the estates of any charity?—No, in no case. We only act through the trustees, by controlling or aiding them.

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The Vice-Chancellor Sir WILLIAM PAGE WOOD called in and examined.

12,802. (*Lord Taunton.*) The Commission are anxious to profit by the willingness to give evidence, which you have been kind enough to express, in order to have the benefit of your advice and information with regard to the practice of the Court of Chancery in dealing with endowed schools. I believe questions relating to schemes for school endowment frequently come before your court?—Yes; they come

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constantly before our court in every case where there is an endowment. The court is not called upon to exercise any authority except upon the ground of there being a trust to be administered, and property the subject of that trust. In that mode the assistance of the Court of Chancery has originally been called in. There is no doubt before that, before the question of the property alone arose, there might be questions of inquiry under the statute of Elizabeth of charitable uses, but commissions of inquiry into charitable uses have long since been dispensed with, and our action now therefore is really almost entirely confined to the case in which some property or other is to be administered. Facilities however have been given in that respect first by the Act of Sir Samuel Romilly, 52 George the Third, chap. 101, which enabled persons to apply when there is any abuse in the administration of a charity by petition instead of the more expensive and cumbrous mode of information and bill, and lately still greater power has been conferred upon the Court of Chancery with respect to schools (the more immediate object of your inquiry) called grammar schools, by the Act of the 3rd and 4th Victoria. With reference to those grammar schools, no doubt many of the Commissioners are aware of the great difficulty that arose when it came to be finally determined, in Lord Eldon's time, that a school being founded for teaching grammar, necessarily implied the teaching of the two learned languages, Latin and Greek. The consequence was that in some places where the foundation was very poor, and where there was not enough to secure a master who would be competent effectively to teach Greek and Latin, there was a very natural desire on the part of those who wished to have some benefit from the charity that it should be applied to other purposes not so ambitious, to the teaching simply of the common elements of an English education; and, secondly, there was a desire, even where the school was sufficient in regard to endowment, to procure a suitable master (which is a totally distinct case as it appears to me) on the part of many who resided in towns, such as Harrow and Rugby, which are two great instances, a desire, I say, on the part of many of those carrying on trades, shopkeepers and others in the town, to have a distinct education free from Greek and Latin, and more beneficial as they thought to their children with reference to their future life. The consequence of this was the passing of the Act I have referred to, of the 3rd and 4th Victoria, the preamble of which is well worth noticing for the moment, because it takes two distinct points. It asserts in the first instance, which I believe is the perfect truth, that these old foundations for grammar were intended to confer a classical education on persons many of whom would fill humbler spheres of life than those who would be so taught in the present day; and next the Act states in the preamble that difficulties had arisen in consequence of the decisions that had taken place as to Greek and Latin being necessarily intended by the word "grammar;" and it then proceeded to say that it was desirable to extend the teaching of such schools to such subjects as might be more generally useful to those who were desirous of taking the benefit of the charity. It then proceeded in the enacting part most distinctly to avoid any general superseding of Greek and Latin in a grammar school; but it enacted that the court might extend the instruction of any grammar school to other subjects in a very large and wide and liberal spirit, in fact leaving us entirely free to do anything we might please with reference to such subjects of instruction, and then it said "subject to the provisions hereafter contained," it should be lawful to substitute other subjects "in lieu of such instruction," pointing therefore to certain cases where the Greek and Latin might be extinguished and the other subjects alone introduced. Then followed two very strict provisions in that respect, the one being that the Greek and Latin should never be extinguished except in cases where the endow-

ment was insufficient for providing a suitable master, and the other provision being that whatever was done when the subjects were extended it should always be kept in view that the Greek and Latin was the primary object of the foundation, so that the Legislature told us, on the one hand, when the fund was rich enough to introduce other studies we must take care that those other studies do not obliterate the teaching of the classics; and, secondly, we were in no case utterly to supersede the teaching of the classical languages except where the funds were insufficient to enable the school to be carried on otherwise. With the aid of this Act I may say we really had almost every endowed school thrown wide open to the Court of Chancery, except in such specific cases as where the trustees have got absolute power, so that we cannot control them except upon any positive breach of trust, when they have the sole discretion of doing everything. In some other cases, as where the visitor has the sole discretion, of course there the jurisdiction of the court does not apply.

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12,803. (*Lord Lyttelton.*) Are those two latter cases frequent?—No, they are very unfrequent. They do not come into our court generally speaking, because a person would find that he was in a wrong position if he attempted to interfere with that which was laid down as being within the absolute power of the governors. That point was laid down distinctly by Sir William Grant in the case of the Harrow school, 17th Vesey. One case has come before me in a remarkable way. There is a school which I feel a great deal of interest in, having personally known it, at Woodbridge in Suffolk. The foundation has immensely increased in value. The Master of the Rolls for the time being and the Chief Justice of the Common Pleas had the absolute power of doing anything and everything they liked. There was no room for the interference of the court, but the present Master of the Rolls thought this was so undesirable that he and the present Chief Justice of the Common Pleas waved their right, and were anxious to have it submitted to the Court of Chancery to frame a scheme.

12,804. (*Mr. Erle.*) We should be very glad to have your advice as to the agency by which those trusts should be administered. Do you think that the constitution of boards of trustees requires improvement?—We have certain rules, which though to a certain degree they are elastic, are restrictive on the court, for though our power is considerable, we find ourselves bound to follow precedent, inasmuch as it is not desirable to have one scheme for an exactly identical state of circumstances framed by one judge and another by another judge who may entertain different views. In relation to the appointment of trustees, I think the rule has not been very much varied since Lord Cottenham laid down in the case of the Manchester schools, in 1st Phillips, as one of the best rules which he thought could be adopted, the introducing into the element of local trustees, strictly local as is a town like Manchester, a considerable number of trustees within a sweep round the town of 10 or 15 miles, so that you might have there a set of trustees not imbued entirely with local views or prejudices, and mix the two together; that course has been the one we most usually have adopted in constituting a board of trustees of the school.

12,805. Do you think the court receives sufficient information as to the qualities and personal qualifications of the trustees proposed before it?—That is very difficult, but it is done in this manner:—The mode which is pursued is usually this, the court relies very much upon the assistance it derives from the Attorney-General, and the Attorney-General is not himself present, but there is a fixed counsel, whom he chooses, and who represents him before the judge when any inquiry is going forward with reference to the interests of a charity. The course taken by the Attorney-General for many years has been this: he gives

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notice in the town or place where trustees are intended to be appointed, and having given notice, he receives communications from the various persons interested in the charity in the town. They send up a list of names, and he makes the best selection he can out of those names, and obtains the best information he can in that way altogether outside the court. When he has done that, there is a further considerable safeguard, which is this, he causes the names of those trustees to be published, by being fixed on the town hall or in some other mode, as the persons about to be proposed, and then it is that persons apply to him if they object to the nomination, or wish to introduce others, and he hears them in his own chambers personally not through his counsel, and then the judge arrives at the ultimate result through the medium of the Attorney-General's counsel, who informs him of all that has been done. Of course the judge has nothing more to do than this, his function is reduced to this—that having first prescribed the limit within which he thinks the selection should be made, he has the list brought to him, and in the absence of an objection proved and ascertained, a positive objection, he universally adopts the list.

12,806. I believe that in all applications made by the Attorney-General to the court most effective precautions are taken for securing the best trustees, and for proposing the best scheme, but is that so where private parties apply to the court, and where the Attorney-General has only notice to appear? Is the same active interposition of the Attorney-General to be expected there?—I think of late years the attention of the Attorney-General's counsel, who is a very able gentleman, has been actively directed to those matters, and that he much more constantly interposes than used to be the case some years ago, and no doubt it is very desirable and very beneficial that it should be so done. With reference to your question as to any other application which might be made to any other Board, it has appeared to me that with regard to a great portion of our simply administrative duties, or at least administrative duties connected with so little of positive litigation as this appointment of trustees, it might be exceedingly desirable that we should be relieved of those duties to a considerable extent by their being intrusted to another Board.

12,807. (*Lord Lyttelton.*) What would that Board be?—At present for all small charities the Charity Commissioners conduct the appointment of trustees and other matters of that kind. I cannot myself in the least conceive any reason why they should not be fully trusted in all cases with many of these powers, which are now more in the nature of administrative powers than anything else, such as questions as to the appointment of trustees, and as to the primary arrangements of a scheme, which should receive their sanction and which might constantly be arrived at most amicably before a non-litigious forum, but always reserving in these cases of the conduct and management of the charity the power of applying to the court in case of litigation arising,—I mean disputes as to the system of teaching, the system of the school in regard to the admission of dissenting bodies, and so on. All such matters ought to come to the court.

12,808. Do you go as far as this, that in any case where the jurisdiction to be exercised is not contentious, and where the thing is to be done by consent, the same proceeding might be allowed with regard to charities of any value, which is now allowed with regard to small charities?—I think jurisdiction might be so conceded very beneficially, because we see how much is done in chamber work in composing litigation, or rather preventing it. Ever since we have had the power as judges to sit in chambers, I am confident that we have had great power of composing litigation, and of preventing it extending

to any foolish length; and I think that these gentlemen sitting in their room would have that power, whereas sitting in a court we cease to have such control.

12,809. (*Mr. Erle.*) Would you have the same opinion as to the settling of schemes?—I think so, where there is no decided litigation. I should not call little matters that could be settled amicably litigation, but if it comes to a serious litigation between two parties, there must be a possibility of applying to the court against the view of the Commissioners.

12,810. (*Lord Stanley.*) Who, according to your scheme, would decide whether the case was contentious or not?—Of course I should give to any persons who thought fit so to do the power of applying at once. My opinion would be, not to have an expensive appeal to the Court of Chancery at once, but a power of applying to a judge in chambers at once. It would cost two or three pounds to go to a judge in chambers and have it ascertained whether it was a fit thing to go further, and the judge would at once say if he thought so. If it was trivial he would quash it, but if he thought it should be discussed it would take the usual course of procedure.

12,811. (*Mr. Erle.*) To whom would you give that right of appeal?—I think you must give it to all those who are entitled to appear upon the application. We allow nobody to appear at the expense of the charity except the Attorney-General, who is supposed impartially to represent all interested; but we constantly allow any reasonable number to appear,—if we had one individual appearing we should probably stop him,—but we constantly allow any reasonable number of persons who are objecting to the views taken to appear before us, and when we have heard what suggestions they have to make, we say, "You shall "be at liberty to appear at your own expense," or sometimes we say, "You shall be at liberty to appear subject to our deciding hereafter "whether you are entitled to any costs."

12,812. (*Lord Taunton.*) Would that expense be at the cost of the trust?—No; the Attorney-General represents all the persons interested in the charity for our purposes, and always has his costs out of the estate, but if any persons come and say, "We cannot get the Attorney-"General to listen to us,"—which they will do sometimes,—"he has "decided against us, and he will not put our views before you," and so on, then we say, in cases of importance, "Very well, you may come and lay "your plans before us, but it shall not be at the expense of the charity."

12,813. (*Lord Lyttelton.*) We have it in evidence that "There is an "appeal given to the Court of Chancery from the decision of the Charity "Commissioners, but the gentleman who so appeals does so very much "at his ease, because he is dealing with other people's money; it is "paid out of the charity";—is not that so?—That is only in the case of a person who has a right so to do. It must be some person who has a right—say a schoolmaster—he has a special interest in the charity, or a trustee of the charity—he has an interest in the charity. But I should say it is not correct to state even in those cases that it is done clearly and securely at the expense of the charity, because we constantly decline to give any costs, and sometimes make a man pay the costs, if one trustee, or two or three against a large majority, come to complain of what has been decided upon.

12,814. What has been suggested to us is, that no appeal whatever of any person, however interested, should be made to the Court of Chancery from the Charity Commissioners except with the consent of the Attorney-General, or the Home Secretary, or some independent authority; how does that appear to you?—I myself think that I should prefer having the power of going to the judge at chambers, that is the

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mode of appeal I should prefer. I should prefer asking the direction of the judge at chambers in respect to the matter, and then the judge at chambers would say whether or not it was a proper case in which to take the course of an appeal. He would perform the function which it is suggested should be performed by the Attorney-General. I think he would perform it better for this simple reason, that the judge is fresh in the case, he has heard nothing of it before, while the Attorney-General has heard of it before, and naturally formed some opinion on it.

12,815. (*Sir S. Northcote.*) Would a mere inhabitant of a place for which a charity was founded be considered a person interested if he appealed on the ground that his son was a native?—The strictly legal answer is this, he has not a right to do so. The Attorney-General represents him, but he and many others taking a view adverse to the Attorney-General's decision would be allowed to be heard.

12,816. He would have no such right as you say the master or trustee would have?—No, he would not have that right.

12,817. (*Mr. Erle.*) You would still admit him to appear?—It depends entirely on the weight of the whole case that he presents. A single individual coming with a strong decision against him of a large number of persons interested would come with so little weight that he probably would be turned over very rapidly.

12,818. I suppose a necessity might arise for adjourning the question for discussion from the judge's chambers to his court?—Yes, that he would do. That is what I call proceeding with the appeal in its regular course. If the judge thought it was a case of sufficient importance for an appeal to the Court of Chancery, he would then adjourn it into his court, and it would be heard like any other case.

12,819. Then all the expenses of contentious litigation would be incurred?—It must be so if people will dispute, but the wrongdoer may have to pay them, and certainly will not receive them.

12,820. But would there not always be considerable costs incurred by the charity, for instance, the costs of the Attorney-General?—There would be some costs undoubtedly, but then I think you must assume that the judge would not allow it to take that course unless there was really a fair case to be tried.

12,821. Suppose a man merely volunteers, having no personal interest at all?—I am not talking about a stranger at all. You mean persons like the old relators.

12,822. I mean any inhabitant of a large parish?—I can only give the answer that if he was only one, or a very few, 10, 20, or even 50, against 3,000, I should not hear much about them unless they were men whose opinions could be weighed as well as numbered.

12,823. Should you know whether a single man might not carry with him the assent of his neighbours?—Yes, we always know how he appears and what he represents.

12,824. The other parishioners might take no part in it, neither express assent to nor dissent from his proceedings?—If they did not we should think it was a case in which they conceived that no alteration was necessary, and that the Attorney-General's plan was the proper one. They would have had the Attorney-General's plan before them, or in the plan suggested they would have the Charity Commissioners scheme before them. I take it that the Charity Commissioners always publish their scheme in some mode or other to the persons interested in the parish. We always do so through the medium of the Attorney-General when we have a scheme settled in Chancery, and I suppose they do the same. If a handful of individuals or a single inhabitant appeared to oppose that which had been received and thankfully received by all others, we should not pay much attention to them or allow them to go on with the appeal.

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12,825. Has it occurred to you to consider generally, beyond the range of cases which come judicially before the Court of Chancery how the direct administration of charities could be improved. They depend painfully on the personal qualities of the trustees by whom they are administered;—does it occur to you that any public officer or person could be associated with them, or that any mode of securing a better agency for the management of charities could be adopted?—What appears to me to be the right course to be taken is this, to secure the proper appointment of trustees. Two things I have already mentioned,—widening the area as much as possible, only limiting it to this, that you must not have trustees from such a distance that they never will attend, or would be unlikely to attend on that account. When I speak of 10 or 15 miles, it would be of course according to the distance by railways and other circumstances. Subject to that limit, I do not think you can make the area too large for your selection, and then when you have made the area large enough for your selection, I think you ought to have a sufficient body of trustees in number to be able to repose confidence in them. I am afraid you would hamper their decisions if you interposed a public officer to assist at their deliberations.

12,826. You would confine the public officer's duties to inspection?—Yes; to inspection from time to time undoubtedly.

12,827. You would entitle him to the fullest knowledge of all the proceedings of the trustees?—Yes; I take it that they ought to make a return. They do now, as to funds, make their return to the Charity Commissioners. They are obliged to do that. I do not think you ought to put people to the expense of making useless returns, but I think it would not be otherwise than desirable on the application of the Charity Commissioners that they should have power to have the transcripts of the books sent to them, or, better still, the inspection of the books by their own officer, some assistant commissioner.

12,828. Then as to schemes which may now be made, do you consider that there are any very precise rules by which the application of charity funds may be varied from the original settlement. Of course if the trusts are opposed to public policy, or their application become impracticable, there must be a new settlement. Within what limits may that new settlement be made?—With reference to the schools, what has been done is this. There was some little doubt, till lately whether you had a right to interfere with an actual decree of the court which had established a scheme. It would have been most pernicious if such a doubt had any foundation. Happily that has been decided not to be so. You might have a scheme made a century and a half ago with a supposed superstitious adherence to it up to the present time. It has been decided when once the Court of Chancery has assumed jurisdiction with reference to the application of the funds, that it has taken it for good and all, and from time to time as the case requires, not of course by foolish perpetual interference, but from time to time as real necessity arises, they are authorized to vary the scheme that has been before adopted by them as to the mode and subjects of education, and the like. As I said before, the Act of 3 & 4 Victoria has exceedingly assisted us in this. One thing, however, I wished to mention to you is this, that there has been from time to time a degree of oscillation with regard to two or three very fundamental points which are extremely important as regards the administration of middle-class schools; first, there was the great difficulty, which was cured by this statute of Victoria, as to the teaching of the classical languages. That as far as we are concerned now, and as far as we have any discretion, is set aside by our being told that we have a power, which the court is always most liberal in using,

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to extend what is taught at all grammar schools to other subjects, though we cannot supersede Greek and Latin, unless the endowment be too small to allow of it being taught. Within those limits we have had, I think, a pretty uniform course of settlement of schemes for the instruction to be given at the school. Where the case is that of a really good and flourishing school—I can mention Leeds as a case in point—but where there has been a desire on the part of the inhabitants of the town to have other subjects introduced, and on the part of some inhabitants to have only those other subjects introduced, the court, to show the extent to which it is disposed to go in assisting in every possible way the diffusion of education for the benefit of the place intended to be benefited, has adopted this plan. It could not abolish Greek and Latin even if it had been disposed to do so, and I do not know, as far as my particular view is concerned, that I should have desired it, but it did this, it divided the school. I think you have had Dr. Barry here to tell you so; it divided the school into an upper and lower school, and in the upper school you had the Greek and Latin, with such other subjects as might be thought proper; and in the lower school you had arithmetic, book-keeping, and a good sound English education, which might be thought sufficient for those boys who desired to go there; calling them an upper and lower school, with a right of translating a boy from the one to the other. The difficulty was thus met, and the two classes of education were secured. That was our first difficulty. Our next, upon which I am sorry to say there has been much difference of opinion, has been the very vexed question about boarders or no boarders. We have had, on the one hand, Lord Cottenham with a very strong view against all boarders at any place, a view which was acted on to the extreme limit by Vice-Chancellor Shadwell, following, as he fancied he did, Lord Cottenham in the case of the Tiverton school, which I believe has been most seriously injured by the course taken; and, on the other hand, you have of late years had much greater liberality with regard to boarders, Lord Lyndhurst having always expressed a view in favour of that course. Sir William Grant, in the case of Harrow school, in 1810, had taken that view, where every usual objection was pressed upon him on the impropriety of having the rich taught there when the school was intended for the poor, and the other usual arguments which have so often been urged. He mentioned, in deciding that case (Attorney-General *v.* Lord Clarendon, 17 Vesey), Lord Eldon's decision, which I do not think is reported, which took place two years before, where exactly the same question arose as to Rugby, and where Lord Eldon allowed boarders. Of late years I think we have been rather getting round from Lord Cottenham's notion to those older decisions, which, as far as I am concerned, I think the sounder, and boarders are now admitted unless there is some clear and distinct ground to apprehend some special prejudice to the school in general from their introduction. Upon that point, including also the point as to classical education, I think some observations of Lord Lyndhurst, which are very short, are so good that I could not do better than read them. It is in the case of the Attorney-General *v.* Stamford, which was the case of the Manchester school, where there were great complaints of boys being brought up to learn Greek and Latin, and also great complaint of the boarders as a richer class being brought together with the poorer class, from which it was supposed that the poorer class would be the sufferers. I may tell you that this view was in direct opposition to Lord Cottenham's decision on the very same case. Lord Lyndhurst says, "There are many persons "who seem disposed to consider that in a place like Manchester

" the character of this school ought to be entirely changed, and that " it ought to be devoted exclusively to commercial purposes. I " should very much lament such a change, because the tendency of " different pursuits is to form men into classes, and it is therefore " I think of the utmost importance for the purpose of obviating that " great inconvenience that we should, as far as possible, all of us, be " brought up according to one general system of education; and no " system of education is better for the purposes of refining and " humanizing the manners of a nation than a system of literature " founded upon classical learning. There is another consideration also " connected with these establishments, that they are the avenues by " which the humbler classes, by industry, activity, and intelligence, can " find their way into the highest situations of the State, and by " furnishing the means of uniting at an early age the upper and lower " classes, they tend to bind together by the strongest ties the whole " system of society. For this reason I should regret any substantial " change being made in the system upon which this institution is at " present conducted." That latter passage relates to the question of whether the boarders ought to be introduced with the other boys. Then the third point upon which different views were entertained, but on which happily there is now no difference of opinion, is the question about religious instruction. I cannot say that I myself set any great value on the conscience clause as a really substantial thing, but it has been uniformly thought that the introduction of that clause is the way to secure the boys having religious instruction without any of the dissenting boys hearing anything which is unpleasant to their parents with regard to that instruction. This is thought desirable, and it is inserted in all schemes for education. I have thus mentioned the three principal difficulties which originally beset the court in the various moot points which arose, first, as to whether Latin and Greek should be taught with or without other subjects; secondly, as to boarders; and, thirdly, as to whether there should be any particular course as to religious instruction.

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12,829. (*Lord Taunton.*) Do you mean that now, in every scheme without exception, the conscience clause is inserted?—In every scheme, without exception, unless there is a positive exclusion of any but church teaching. It must not be merely a church school, it must not be merely that the founder says, "I intend this as a church school," but he must say, "this is exclusively a church school," and if he does not say so the conscience clause is introduced.

12,830. Are there many schools in which it is declared so expressly that the school is to be a church school, that you would feel debarred from introducing a conscience clause into the scheme?—I do not think there are many. I can at this movement only recollect one. It was a case before Lord Justice Knight Bruce, then Vice-Chancellor, 1st Young and Collier. I think the school was at Bury, in Suffolk, and that was expressed to be exclusively a church school. He would not only not allow the conscience clause to be inserted, but added another strong directory clause as to what was to be done.

12,831. You would not consider the circumstance that a school was founded by a member of the Church of England as a reason?—No, it is always considered in such a case that the teaching ought to be that of the Church of England, but that the conscience clause should be introduced.

12,832. With regard to King Edward the Sixth's schools, what would you do?—I have not the least doubt that the conscience clause would be introduced.

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12,833. Has such a case been before you?—I have not myself had one; I had a case where I did not introduce it, simply for a specific reason. I had the case of the Chelmsford school before me, rather early in my judicial career, and there was an express clause in the statutes that all religious instruction should be according to the directions of the trustees with the sanction of the bishop; I did not think that I was entitled to interfere with the religious instruction so regulated, and I thought I was not justified in inserting the conscience clause.

12,834. There is practically a uniformity of sentiment in the Courts of Chancery on this point?—A uniformity of practice, we all conform. My honest opinion is, that it would be far better to trust your schoolmaster to do what is right; if he be a dishonest man he may, in spite of the conscience clause, teach Church of England doctrine without ever mentioning the catechism or a single formulary of the Church of England; but if he be an honest man he will not do that, whether you have the clause, or even where there is a certainty that the teaching is objectionable, and not absolutely imperative by the trust.

12,835. In expressing that opinion you are speaking as a private individual?—Yes, certainly. Judicially I act according to established practice, I have put the clause in fifty or forty times I dare say.

12,836. (*Lord Lyttelton.*) Would you say that the schoolmaster who teaches the Bible to the boys must teach it, if he is a Church of England man, in a Church of England sense?—I cannot see how he could teach it otherwise, if he is a Church of England man in earnest. I was going to mention a case. Lord Lyndhurst, after great consideration in the Warwick grammar school case, in 1st Phillips, thought it better to leave it alone, to leave it to the good sense of the master, and Lord Justice Turner in the Kidderminster school case, 9th Hare, follows the same course, but now the other course has been universally established.

12,837. Does it go as far as this, that no conclusion founded on the circumstances of the founder, or on the state of feeling at the time, or on any historical ground, or on any inference or implication, would avail to keep out a conscience clause from a scheme?—I think nothing would do so short of positive exclusion, which, of course, need not be *totidem verbis*, but we should construe the instrument as any other instrument to get at the intention. If the intention was exclusion, we should exclude.

12,838. Could you infer intention from anything which was not expressly so stated?—No, you could not.

12,839. (*Lord Taunton.*) You would construe it very strictly as against exclusion?—Yes. These cases which I have mentioned, I think, are really the principal difficulties that had to be incurred in the case of schools. Another point we often have to consider is that of capitation fees. We always think it very desirable to introduce the capitation fee unless the founder has strictly declared, as he sometimes does, that so many boys are to be taught gratis, and even in that case, if the funds will afford it, we generally allow the master a capitation fee, but the boy does not pay it, the master receives it out of the funds for every boy that comes there.

12,840. (*Mr. Acland.*) You mentioned, I think, that one case in which you would, so to speak, let down classical education would be where the funds are insufficient. What do you consider sufficient funds for the teaching of Latin and Greek?—Of course to find an exact limit is difficult. A case came before me the other day from Manchester; it may be the subject of an appeal, and therefore I am not citing it as an authority. There the funds were insufficient for teaching more than

250 boys. Latin and Greek were taught, but the funds were deficient, and likely to become more and more so, which is not usual in charity cases, but in this case they depended on one of those antiquated customs of making everybody grind at the lord's mill, and that in the neighbourhood of Manchester is a decreasing fund. It was met in this way: 250 boys were there gratis, gentlemen came forward and said, "We "have more than 250 boys ready to enter at 10 guineas per boy, that "making 2,500 guineas; we have them ready to come in if you will let "them come in at that price." There was a great deal of opposition to that in the town. However I finally adopted that as a mode of largely assisting the teaching of Latin and Greek. We should not think that if you could only offer a man 200*l.* or 250*l.* a year, and no boarders or chance of boarders, that you could get on with Latin and Greek there.

12,841. Taking that number of 250, do you remember about what the funds were for which you felt justified in asking a man to teach 250 boys gratis?—This was a case where they had a master already who did teach Latin and Greek, a graduate; but he wanted to have his condition improved, and there was a great objection to boarders, so strong that they thought they could not get over the objection to boarders. These boys at 10 guineas were to be day boys. The master was then receiving between 800*l.* and 900*l.* a year.

12,842. Speaking generally, do you consider that a sufficient income for a man to teach a large classical school?—I do not think they consider it to be so. The trustees themselves did not think so. They wished to secure something better than that as a permanence. The master likes a little chance of his own skill, either with boarders, or other pupils being brought into play, if he is a good master, and he hopes therefore for a better position for himself and his family. He does not like to have a fixed salary, unless you can give him a very high fixed salary.

12,843. Would you consider that a sum of 400*l.* a year, for instance, or thereabouts, was a sufficient income to ensure a competent classical master if he had no other sources of income?—I should not myself think so. Where these questions are raised we look into our authorities, and see what has been decided. If I found that another judge had done so, I should not think it right to set up my own individual opinion against that decision upon which others had acted; but my own view would be that that would not be enough, and I do not think that it has ever been held to be so. I should tell you that the case has very seldom arisen under the School Act as to whether you are to dispense with Latin and Greek in consequence of the poverty of the school. If it has arisen, it has been something so decided that it has not been at all on the borders of 400*l.* a year, it has been about 200*l.*

12,844. Is there not great risk of impeding the success of schools if we start either in a court of law or elsewhere with the assumption that a charity school, even with limited funds, say, 300*l.* or 400*l.* a year, or not much more, is bound to give either gratuitous or cheap education to a considerable number of boys, excluding therefore income which might easily be raised from the parents by capitation fees?—My own impression, and I think I may say that the view of the court also for the last 20 or 30 years, has been to discourage as much as possible purely gratuitous education, and to fix a capitation fee, however small, to be paid for the boy's education, finding that in truth education becomes much more valued and much more desired when you get that class of boy who has paid something, however small, say, three guineas, which

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is, I think, the lowest fee I have fixed. This occurred lately in the case of Berkhampstead school.

12,845. Do we not run the risk of making many of these schools practically useless by fixing a very low rate of capitation fees?—If it be what you call a middle-class school, I think you do. You turn them into little better than National schools if you fix a low class of fees.

12,846. Has it not been rather the tendency of the courts in admitting capitation fees to assume that, inasmuch as there was an endowment, the public ought to get a great deal for it in the way of cheapness, and then to fix a capitation fee so small as really to be eaten up by the increased staff of masters necessary to give an honest education to the boys?—I think in many cases the circumstance has been overlooked, that persons get a great deal of the benefit of the charity from having the buildings found, which is a very large expense, and which is a great thing wanted in starting a school. The buildings and repairing fund have been found irrespective of a payment for instruction, and I think regard being had to that, the fee might have been raised to 9*l.* or 10*l.*, which seems to me to be about the proper sum when the buildings are found, not confining it to so low a sum as I mentioned, 3*l.* or 5*l.*

12,847. Is the case now such that the court is to a certain extent hampered by former practice, and is unable to fix the rate of capitation fees, or thinks it inexpedient to fix the rate of capitation fees at such a sum as you have now indicated?—It depends so much on the charity deed. I think you would not impress people with the notion that you were doing common justice, where the deed has expressly said that there should be gratuitous education, if you did not educate a number of boys gratuitously. They would think they were being robbed; but I think, except where you are positively bound by a limited number, then the Court of Chancery ought, as it seems to me, to prefer a smaller number; if the deed only says some are to be educated gratuitously, without fixing any limited number, then I think the number of those receiving gratuitous education should be made as limited as conveniently can be, and the school should be improved and maintained by fixing a larger capitation fee. You would not be thought to be doing injustice. If a man said, "I "will have 100 boys gratuitously educated," you have a difficulty in educating less. If he said, "For the gratuitous education of boys," then the court says, "We find with the funds you give us we can only take "20 or 30 gratuitously, therefore, in order to give everybody a much "better education, take in 20 or 30 gratuitous scholars. It is all we "can have, and all the rest shall pay."

12,848. Should you think it desirable that some competent public body, whether a Commission or a Court of Justice, should from time to time fix the fair market price of education in a good school, taking into account the habits and requirements of the town and the extent of population, and then that the endowment should be used for assisted or gratuitous education to the extent to which the fund would carry it and no further?—Yes; I think that might be very beneficial.

12,849. Are you at present in a condition in the Courts of Equity to carry out that arrangement, or are you to a certain extent hampered by former practice?—We are to a very great extent, no doubt, hampered by former practice, at all events the subordinate judges are, the Lord Chancellor perhaps rather less so. He can strike out a new line more happily than we can.

12,850. (*Lord Taunton.*) Do you think that it would be for the public interests that the power of the courts in dealing with these endowed schools should be greatly enlarged, that a much more extensive discretion

should be given to them ?—I do not know ; I think we have nearly every power we require. The only limit we suffer from, if it be any, is a necessary limit, and I think a proper one for securing conformity of decisions in several co-ordinate courts. You must have that sort of limit fixed.

12,851. Do you think it would be of use in dealing, for instance, with the original intentions of the founder, that a larger discretion should be given to the courts than they at present feel themselves at liberty to exercise ?—They are, I confess, in many cases very eccentric, and it may be exceedingly desirable to have larger powers of dealing with them. That has been done already with regard to the Universities, and I do not see why it should not be done with regard to endowed schools.

12,852. Do you think that evil is of sufficient magnitude to render it desirable that the Legislature should consider whether some such more extended powers should not be conferred on the courts ?—I think on the whole there would be quite sufficient scope for legislative assistance in enabling the court more freely to dispose of the arrangements for schools.

12,853. You think the courts could deal with those powers in a manner which would be satisfactory to the public, and consonant with the regard which may be due to the views of the founders, and the general equity of the case ?—I think as far as we have gone since the establishment of the increased powers no complaint has been made.

12,854. Have you any apprehension that such large discretion being given would lead to an increased diversity of decision in these different co-ordinate Courts of Chancery, according to the private opinions of the judges which might colour their decisions ?—I do not think there would be any fear of that. We are four judges of first instance, the Master of the Rolls, though much higher in position than the Vice-Chancellors, still being subject to appeal as we are : and therefore I think any discrepancy that might take place between co-ordinate judges in first instance is set right by the Court of Appeal, and then there is always a uniformity preserved in the decisions of the Court of Appeal except on minor points.

12,855. (*Lord Lyttelton.*) On the general question of the founder's intentions there has been an analogy, pressed of late years by the late Mr. Senior among others, between the power of specific endowment, as of schools for teaching certain things, for ever, and the power of the disposition of property. It has been said that as no one can tie up property beyond a certain number of years, say 60 years, it would be only reasonable that the same principle should be applied to charitable endowments by will or deed ; that after a certain time the intention of the founder might be wholly disregarded by competent authority ?—I have written a paper on that subject, which was published some time ago.* I entertain very strong opinions about posthumous charities especially, and in truth about the dispositions people are allowed generally to make of their property by way of charity. I think there ought to be a power of revision after the time which has been specified, a power of revision of any disposition a person may choose to make of his property, because you do not allow a man to dispose of his property in favour of his great grandchildren ; he cannot do it for more than a life in being and 21 years after that. That reasonable limit he ought to be allowed of course for any fancy or whim he may have, but to allow a man to dispose for ever of a mass of property, according to his crude notions of what he thinks best by way of charity for all time, seems to me most

* In Appendix to Report of Social Science Association for 1859, p. 184.

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unreasonable. I can give one instance where a man gave 300*l.* a year for ever, which was to be applied in diffusing among mankind gratuitously, and therefore he made it a charity, this absurd testator's moral and social opinions, and he desired that the man selected should always be a man who had failed in literature (that should be his qualification), and that charity has been established as a charity, it being first ascertained that his opinions were not immoral. I think, with regard to all such whims and fancies as that, and to others which are more sensible (and if he were a sensible founder I am sure, if he were alive, he would desire it), there ought to be the power of absolute gift for the limited time, but after a limited time, the life in being and 21 years afterwards, there should be a power of revising every charity whatever.

12,856. You think the analogy is sound and may be carried through?—I think so.

12,857. (*Lord Stanley.*) May I ask you how far you would carry that power of revision? Would you carry it so far as to allow the courts to make a totally different provision from that which the founder intended, or would you only extend the doctrine of *cy pres*?—I confess I go the whole length of saying that they should have that power; it should be a public charity. You are aware that the licence taken by the Court of Chancery, as the law stood, was very great at one time. Some money was given to found a school for Jewish children; Lord Hardwicke gave it to the Foundling Hospital, because the Jewish children could not, as the law stood, receive the benefit.

12,858. (*Lord Lyttelton.*) Can you say to what authority you could intrust so important a power, and under what checks?—It only depends on this. If you establish a Board of Charity Commissioners with larger powers than the present Board have, of course it would be a very proper Board to give the trust to; but I think, without being over fond of my own jurisdiction, I do not know of any other jurisdiction more competent to deal with the subject at the present time than the Court of Chancery.

12,859. It would be subject to appeal to the House of Lords like any other Chancery business?—Yes.

12,860. (*Lord Taunton.*) You have adverted to the possibility of enlarging the powers of the Charity Commission, either constituted as it is or strengthened in some way; do you believe that some such measure as that would be for the public advantage?—I think it would be a very considerable advantage for the same reasons which I gave originally. I think a great many persons are disposed to agree upon a matter when they get into a room, and can have the whole matter talked over, without even the intervention of a solicitor.

12,861. Have you at all considered what measures could be taken to effect these alterations in the Charity Commissioners?—I have not thought of it sufficiently to speak very gravely or seriously upon it. There are certain distinctions which I see clearly enough. My opinion is founded on the Charity Commissioners being what I may call an amicable tribunal, of reconcilement rather than of litigation. I would therefore certainly not confer on that Board any powers whatever with regard to external litigation to begin with. I mean when a man claims charity property, of course there should be no jurisdiction of the Commissioners upon that, neither would I give them any jurisdiction by which sitting in a court and with all the formalities of a court they should dispose of contested business. I think that would be instituting another Court of Chancery, which would in fact be useless and idle. I do not see any object in having such a court. I would give them very large powers in-

deed of arranging schemes, subject only, as I said before, upon reasonable complaint being made to a judge in chambers to correct that scheme.

12,862. In what way would you enlarge the powers which they at present possess?—In the first place they are limited very much by the amount. They cannot now frame a scheme when it is over a certain amount, except with consent of some particular individuals. I should give them complete powers over charities of any amount of settling schemes on certain notices and publications, by which everybody would be informed of what was about to be done; it being done in private, there would be the more reason that there should be due publicity, because when they come to settle and discuss it would be a private discussion, therefore there would be the more reason that there should be a public notice of what is to be done. Then having that jurisdiction they could summon all the parties before them, and they could report that scheme, and that scheme if not quarrelled with, in a very limited time, I should fix three weeks or a month, should stand. A great deal I think would be done in that way.

12,863. Do you think the business which is brought before the Charity Commissioners would be transacted by the present number of Commissioners?—I think if you gave them these larger powers it might be possibly necessary to increase their number. I hardly know enough of how their time is occupied to say.

12,864. (*Lord Lyttelton.*) You consider that there are some points important enough, though not matter of contention, to be reserved to the courts. With regard to the whole question of religious administration, the question of admission of dissenters, for instance, by the governing body, and the matter of religious teaching, would you be content to leave that to the Charity Commission, or do you think that ought to come before the court?—That would be just the case in which I should expect that there would be, if any contention at all, a very decided *bonâ fide* contention, and where it becomes a *bonâ fide* contention it would be one of the cases brought before the court.

12,865. Suppose there is no contention of any kind; suppose it were settled amicably?—I think it would be perfectly safe to leave it to the Charity Commissioners, and you could trust them to do everything right and just, subject only to not having the control over the litigations.

12,866. Do you go to the full extent that whatever is not matter of litigation should go to the Charity Commissioners?—Yes.

12,867. (*Mr. Acland.*) Would you go so far as to say that all questions of general expediency would be better in the hands of the Charity Commissioners, provided there was no controversy on the interpretation of rights?—I think so, if there was no reasonable discussion on the rights.

12,868. Should you say that a court of law is a good body for dealing with questions of general expediency, as distinguished from interpretation?—No, I do not see how; a court of law, I mean as distinguished from a court of equity, has not the machinery for it; they have no chamber work of that sort. The judges at common law have abundance of chamber work, I am quite aware of that, but their work is of a totally different character to that of the judges in equity.

12,869. Therefore, on the whole, you think that these questions should be removed from the courts of law?—They are not much before courts of law now. I am not speaking of cases of contentions, because they constantly come before them.

12,870. You spoke just now of the mode of appointing trustees, have you considered the best mode of providing for a succession of trustees?

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—That is not at all an easy matter. I have often thought a good deal about it. In our scheme we generally give them the power of appointing themselves, of keeping up their own succession. That is our usual course, subject to the approbation of the judge at chambers. That is the way in which it is usually done.

12,871. Are you satisfied with that, or do you think that there are tendencies to inertness or abuse, or any other fault, which you think requires correction?—The great difficulty with regard to all men having public duties to perform for which they are not paid is, that it is usually left in the hands of a few very active energetic men who take the sole control of the institution, whatever it may be, and in many cases it is entirely in the secretary's hands. That is excessively difficult, but there again I should think that the Charity Commissioners might very usefully be interposed without the annoyance and vexation of positive litigation; that there should be such an inquiry as Mr. Erle suggested just now, and a power to the Commissioners to send for the books from time to time, or to send their Assistant Commissioner to inspect the books to see what is going on, and they would report to the Charity Commissioners, "I see Mr. So-and-so attended eight or nine days," whatever it may be. Thereupon be would be written to, and he would be told, if he did not attend more frequently somebody would be substituted. I think all that detail might be managed by them.

12,872. Would that remedy the tendency to a very perfunctory discharge of their duties to assemble not frequently enough to postpone and adjourn business?—That would operate in the same way. If there was a body watching like the Charity Commissioners, the trustees would be frequently written to on those subjects, and would finally be removed, or they would be told that they would be removed if they did not perform their duty.

12,873. Would there not be some risk that such an intervention of a superior court would come in the nature of fault finding, and would it not be better to give them a distinct duty of periodically nominating trustees?—I do not think the trustees would like to act upon that. Those who chose to act at all would like the little sort of distinction that there is in acting, and would not like continually to be going forward on a rota.

12,874. I did not mean to say that the trustees were to be periodically removable. Would it not be more likely to work smoothly if some public body had a limited right from time to time of nominating a certain portion of the trust, rather than to come in only upon their own opinion that things were not going on well and that they must interfere?—It might not be at all amiss; it is now self-election, subject to the approbation of the judge. You mean so far to vary this as to say that the judge or the Charity Commissioners should nominate so many of the Board, but then I am afraid it would come to the same thing. He would have to nominate on recommendations made. He would not have much personal knowledge himself.

12,875. (*Dr. Storrar.*) You have spoken of the expediency in certain cases of establishing a lower school, so as to afford an opportunity of giving an education, exclusive of classics, to a certain proportion of children. Would it be justifiable to remove that lower school, say, for instance, a few miles from the position of the upper school, where that lower kind of education would be most wanted?—I am afraid if you thought it right that it should be done, you would have in some degree to vary the Act. I think we have gone as far as we can go, regard being had to the Act of Parliament, when we have a second school under the same roof, or adjoining the same place, and treat it as

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a *bonâ fide* branch of the same school, where there is a communication between the masters and the pupils, because the Act says expressly we cannot dispense with Latin and Greek unless the funds are such that they will not admit of their being taught. Now at two or three miles distance you really would be applying the funds of a school in which that is dispensed with.

12,876. Your answer is rather an interpretation of the Act than an expression of your own opinion?—It is. I was telling you what we had done to meet the views of everybody as well as we could under the Act.

12,877. (*Sir S. Northcote.*) Do I understand that if there is a certain endowment, and the founder has provided that a fixed number of boys are to be taught classics free, and the endowment is not sufficient to teach that number of boys classics free, you consider the only thing you can there do is to put an end to the classical teaching, and that it is not competent to you either to diminish the number of boys, or to make a capitation charge in addition to the endowment?—I think we are not at all obliged to extinguish it. We have power to extinguish it when it comes to that stage from the funds being supposed to be insufficient. If we think the funds can be raised by any reasonable course, such as at Manchester by 250 gentlemen saying they would pay the 10 guineas a piece, if we see that that can be done clearly, then I think we should not abolish the classics.

12,878. Perhaps I put my question wrongly. I am assuming this case, that the funds are not and cannot be made sufficient to teach 100 boys classics free. You are at liberty in that case to dispense with the teaching of the classics; but do you not consider yourself at liberty to take either of the other alternatives? There are three alternatives which may be taken; either you might substitute a smaller number for the 100, or you might substitute a small payment for the free education, or you might lower the character of the education. You consider yourself entitled to do the last of those three; but do you not consider yourself entitled to take either of the other alternatives?—I do not think we should consider ourselves entitled to do so. You said 100 boys. If you could get a master to teach those 100 boys Latin and Greek free, of course you would be bound to do it, and to maintain the Latin and Greek. If you find you can get a man who, for the endowment that you have, would undertake to teach 20 free boys, then I think the Court of Chancery would probably deal with it in this way. They would say, "Very well; the endowment only affords the teaching "of 20 boys free; therefore we will not extinguish the teaching of "Latin and Greek. We will have 20 boys instead of 100, and we will "increase our funds as best we may in other directions, having first "come to the conclusion that the fund was only sufficient for those "20 boys."

12,879. Then you would take that as the second alternative which you might adopt, and you would consider the third alternative as out of the question, viz., to say, "We will teach the 100 boys by making a "small capitation grant?"—That would be the last thing to be done, and I doubt whether we should have power to do it.

12,880. Do you consider that it would be desirable in any legislation that might take place on the subject to give the power?—It seems to me so impossible that there would be any likelihood or risk of this sort of powers being abused, that I think any sort of additional power which you might give would be beneficial to the public.

12,881. With regard to the taking of boarders, do you consider that any legislation on that subject would be desirable?—I think it might be

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very desirable to do away with the still-lingering prejudice, as I think it, against boarders. Although the rule has lately been to allow them, still there is undoubtedly a hesitation in some branches of the court to allow boarders, and I think it might be very well if the Legislature were so disposed to make a declaration with reference to that.

12,882. I suppose in a case in which there had been a decision against boarders, the court would hardly reverse that decision?—Not that particular decision, but wherever we have thought there has been a difference we have availed ourselves of it. The way it struck Lord Cottenham was this. He feared that the master would devote himself more to the boarders than to the other boys, and not give a fair amount of teaching to the other boys. That was one reason. Another was that there would be a difference of conduct between the boys themselves. I must say I think that experience is against both the one and the other, and I am sure as to the difference between the boys themselves, from the experience of large public schools such as Westminster, where the town boys really stand just as well in point of situation and position in every way as the college boys, I am sure that there is no such difference.

12,883. In some cases the trustees have not the right of appointing the masters, but the masters are appointed by external bodies, such as the Colleges at Oxford and Cambridge. Do you consider that is a good arrangement where it is in force?—That is rather a difficult question, which depends entirely upon the individual. As to your general chance of getting a good appointment, I should say you would have rather a better chance from the head of some college than from a board of trustees. Such a variety of motives act upon boards of trustees.

12,884. Do you think the position in which the trustees stand towards the master is likely to be for the good of the schools?—That again is a very grave consideration. I think if you have trustees you must give them patronage. I think you cannot expect gentlemen to do a great deal of work for nothing, without having some sort of interest in the matter. If you do not give them the patronage of the school, you give them little or no interest in the concern.

12,885. There are several important schools where that is the case?—Yes, there are some.

12,886. (*Lord Taunton.*) You have stated that you think it would be desirable to enlarge the powers and responsibilities of the Charity Commissioners. I presume that the efficiency of that Commission depends very much on the efficiency of their inspectors?—Very much so.

12,887. At present, I believe, those inspectors are appointed by the Treasury?—Yes.

12,888. Do you think, especially if you give them this increased responsibility, it would be very desirable that these Commissioners should have the power of selecting their own inspectors?—Yes, I think it would be most desirable undoubtedly that they should select their own officers.

12,889. (*Dean of Chichester.*) When you give a scheme for commercial education, do you not include Latin?—We do not always include Latin as a necessary subject, but we always provide that there shall be Latin teaching for those who choose to learn it.

12,890. (*Lord Lyttelton.*) Do you make a distinction between Latin and Greek?—Yes. Perhaps I may be allowed to express my decided private opinion upon this. I have a very strong feeling indeed in favour of Latin being taught to all boys. I think when they get older they would strongly appreciate it. I passed two years myself at Geneva after I left Winchester, and there—it is a republican institution, no

doubt,—but all the boys in the whole town, the watchmakers' boys, and the like, have a right to be educated at a place called the Library, and the bulk of them are so educated. It is a school for small boys up to about 14 or 15. At 15 or 16 they are examined, and those who are competent go into the Auditoire, which is a species of university. They enter in *belles lettres*, and pursue their course till they enter on philosophy; but it is a necessary part of the philosophy that they shall know Latin. In that Auditoire I have sat side by side with a lad who had no stockings on, and was otherwise poorly clad. Such lads did well, and they were all treated with equal respect in every way. They all came up knowing Latin, and it is well known that the large majority of the people at Geneva are exceedingly well instructed, doing their business like other people, making very good men of business; in fact, they were supposed to be rather keen in business, and none of them have suffered from this very general education in the Latin language.

12,891. (*Dr. Storrar.*) That is the general principle recognized in the parochial schools of Scotland?—Yes.

12,892. (*Lord Lyttelton.*) For the general objects of education with reference to the circumstances of the middle classes, does it occur to you that, if they are well and thoroughly grounded in Latin, Greek would be a superfluity?—I do not think it necessary that they should know Greek. Of course I think no man can know too much, but as regards the general pursuits that they may have, and the small amount of time some can give, leaving as I suppose they will have to do at 15, they can hardly be expected to do enough Greek to make it worth while seriously to begin it; but in Latin they might.

12,893. (*Lord Taunton.*) Has your attention been turned to the subject of the education of girls of the middle classes, especially with reference to the endowments as applicable to them?—We have had very few endowments for girls brought before us in Chancery, but my feeling on the subject of endowments generally has been this, that the time will come, and I think must come, when there will be some Act of Parliament for applying a large quantity of the money now spent in what is called charity to the more direct purposes of education; I mean specially those small doles and small sums for clothing which are very small and very trumpery, and do very little good to the recipients, but which when collected together make a very large sum, and might be very useful; and further than that, there is a very important provision in the 3rd and 4th Victoria, which, as far as I know, has never yet been put into effect, a power for combining two endowed schools in one town into one school when the endowments are too small to be beneficial. There is a power when there are two endowments not sufficiently strong for a good school, to unite the two endowments together.

12,894. (*Lord Lyttelton.*) Does it not go beyond two?—Two or more. Well, now, it occurs to me that sometimes there might be small endowments for girls' schools which might be combined very usefully in that way, and also with reference to those doles, and so on, it has occurred to me that you are bound in justice, if you recommend any measure which would appropriate them to anything like a middle-class education, that you are then bound in justice to consider that those doles and those pensions are for women as well as men, and that it would not be right to take for boys' schools alone that sort of endowment which is for both sexes, and I feel bound so far to argue the case of the ladies having some share in these endowments if it should be thought that the endowments could possibly be carried beyond the poor schoools. It may be thought that the doles should only be given to the National

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schools, but if you do apply any part of them to the middle-class teaching at all, then I say do not forget the girls. There are two classes of middle class girls' schools in which I feel a good deal of interest, having been in some way connected with them. One is a very large institution, Queen's College in Harley Street, and then the other, which is, for the lower middle class, is "The West Central Collegiate School," which is due entirely to the exertions of one individual, who established it about six years ago. It provides a middle-class education for girls. It is situated in Southampton Row, Russell Square. There that has been done exactly which ought to be remembered when you are talking of a gratuitous education, viz., the buildings are provided; a fund has been raised for buildings; it is entirely self-supporting after. I have the subjects here, which I can answer for it, are well taught. I have known about the management of the school for the last six years. The pupils have increased from 15 in the first year to 60 at present, which is all the school can hold, but there are applications for more. The charge for girls under 11 is six guineas, and for girls above 11 nine guineas a year. It is a day school. These are the subjects taught: religious instruction, English grammar and composition, writing, history, French, geography, arithmetic, including book-keeping, vocal music, drawing, needle-work, natural philosophy, and Latin. I have not got the list of the teachers here, but Mr. Plumptre, whose evidence you have had, is one of the examiners, and he has been exceedingly satisfied with the school, and so has Mr. Cock, who is another examiner.

12,895. (*Lord Taunton.*) In the case of an endowment which did not specify whether it was for the education of boys or girls, would the courts hold it an improper application of those funds if girls were admitted?—No; I think that has been the case at Birmingham. You have had I think before you a gentleman from the King Edward's school there. They have founded two schools for girls out of King Edward's endowment.

12,896. The courts would not consider that that was a misapplication of the funds?—No; not for education.

12,897. (*Mr. Acland.*) Suppose a claim were put in for girls in a school where it had hitherto been by custom applied to boys, would the court enlarge the scope of the practice?—We are cautious as to interfering with long continued practice.

12,898. Would the court be able to deal with clothing charities, where there is education and clothing combined; would the court be able to direct that it should be applied to education entirely?—I think it would. At all events we have ventured so far as this, to give you a case, that of the Berkhampstead school, where it was held some should be applied to the education of the poor, and some in grammar, and we found there that the poor really were very few. A small sum per annum was paid to the National school, and all the rest was applied to the higher school.

12,899. You incidentally mentioned your opinion as to what was likely to take place in legislation at the present time as to small doles without exactly giving your own opinion upon it. Do you not think that where doles are given, with a certain degree of judgment and care in the administration of them, that there would be a very reasonable dissatisfaction in the minds of the poor if they were robbed of what they considered as much their right as a landowner's estate?—I think the answer to it would be this, "You may educate your children."

12,900. Would they not be likely to say, "The gentlemen educate our "children now by their private subscriptions. If they take the 15*l.* or "20*l.* worth of bread and cheese from us they will be just saving their

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"own pockets"?—It strikes me that the application of doles will be more feasible and more likely to meet with general acquiescence in towns than in country districts. The clergyman is so miserably cramped in country districts, and he is expected to do so much, that I think to take away small doles from him would be a very serious injury; but in many of the corporate towns, old borough towns where those things are often mal-administered for electioneering and other purposes of the kind, I think you might meet with pretty general consent to turn them into a school which might be appreciated.

12,901. You would draw the line between town and country?—Yes, or you might get a certain degree of permissive law, which might be exercised on an application to convert.

12,902. (*Lord Taunton.*) Do you think the instrumentality of the Charity Commissioners might be useful?—They might be very useful again on the application of a certain number of people asking that it might be so applied. It is always wiser to make the application come from the people themselves.

12,903. (*Dr. Storrar.*) If it could be shown that in schools in which boys are alone educated at present, in bygone times girls had also been educated, the maintenance of long continued exclusive use to boys would not bar the re-introduction of girls?—Certainly not. If you found that it had been wrong for a great many years, and that originally girls were educated there, I think we should restore the old foundation.

12,904. The case has been very strongly stated by some advocates of girls, that a great many of the schools that are now exclusively held by boys really originally taught girls as well as boys?—I think there is no doubt that if they can make out their case, and lend their minds to that point, they would succeed in restoring them.

Adjourned.

Tuesday, 13th February 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
REV. FREDERICK TEMPLE, D.D.
THOMAS DYKE ACLAND, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

THOMAS HARE, Esq., called in and examined.

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12,905. (*Lord Taunton.*) You are, I believe, one of the Inspectors of Charities under the Charity Commission?—I am.

12,906. How long have you held that situation?—Since 1853.

12,907. Have you, in other ways, besides in your character of inspector, had an opportunity of acquiring experience in matters relating to charity trusts?—I could scarcely say in other ways than in my character of inspector, because it is only since I have been in that character that my attention has been very much directed to it, and it would be in that character that I have acquired all my information.

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12,908. However, since you have been Inspector of Charities of course you have had an opportunity of seeing how the present system works?—*I have been very much employed for the purpose of seeing how they worked.*

12,909. *Particularly with regard to endowed schools?*—With regard to endowed schools as one branch of the general charities of the country.

12,910. Have you formed any opinion as to the desirableness of any amendment in the existing system with regard to the power of dealing with endowed schools?—I think the opinion I have formed has been that our present mode of dealing with them is very imperfect and very inefficient. The difficulty has been to find an authority to whom any alteration could be entrusted which would have public confidence and which would be competent to the work; the difficulty has been in suggesting anybody to whom such powers should be given.

12,911. You mean the power of making any alterations? — Of making any extensive alterations.

12,912. At present there are considerable powers vested in the Charity Commission, are there not?—The Charity Commission is in the nature of a branch of the Court of Chancery, so far as its chief powers are concerned. The same power which the Court of Chancery has over trusts the Charity Commission exercises, and it is bound, I presume, to pursue exactly the same course which the Court of Chancery would pursue.

12,913. It deals generally with all cases where there is no litigation or contention?—It might deal with cases in which there would be litigation, but I believe the Charity Commission chiefly confines its business to cases not contentious.

12,914. (*Lord Lyttelton.*) Not entirely?—They take, I believe, all cases that are understood to be non-contentious. Where it is expected that they will be contentious, the Charity Commission is unwilling to interfere with them.

12,915. (*Lord Taunton.*) Do you believe that it would be advantageous that the jurisdiction of the Charity Commission should be enlarged or altered in any way?—No doubt, I think, it would be of great advantage that the Charity Commission should have much greater powers than it now has.

12,916. What would be the nature of the extension of powers which you would recommend?—There should, I apprehend, be in the first place, powers of dealing with charities even in the absence of persons in the country applying for their interference. At present they stand in the same position as a court of justice; there must be a plaintiff; there must be somebody initiating proceedings before they can act.

12,917. You would wish to give an initiative to the Charity Commission?—I think so decidedly; otherwise there must be many cases in which they would be extremely crippled.

12,918. In what way should you propose that they should proceed before they took any measures of the description which you contemplate?—No doubt they would take no measures until full inquiry had been made, and the case was as perfectly before them as it could be brought.

12,919. In what way would any examination be conducted before they instituted any proceedings according to your plan?—I suppose it must be done by some inspector or assistant commissioner on the spot. I know of no other mode than that.

12,920. Do you mean that these endowed schools should be periodically inspected and that the Charity Commissioners whenever they should see ground for taking any steps, should take those steps of

themselves without any complaint being made to them?—If the business of the Committee of the Privy Council on Education or some body of that kind were so organized, I should like to see one of their inspectors charged with the duty of inquiry, with regard to education, who should, periodically see the state of all schools supported by public endowments or public grants, and then if those schools were found to be inefficient, not doing the amount of good which their funds were calculated to do and of which the population stood in need, that the inspector charged with that duty should lay the matter before the Charity Commissioners, and then that they should proceed to inquire into what there may be erroneous, or what there may be in their constitution which may be improved.

12,921. To what extent would you allow the Charity Commissioners to make alterations in the constitution and the management which they thought required alteration?—There is this difficulty of course. Any fundamental alterations are in the nature of legislation, and then comes the question how an authority is to be constituted which shall have a power to legislate? The same question, or very nearly the same question, was asked in the Commission presided over by the Duke of Newcastle a few years ago. What I suggested then would be what I should suggest now, that in order that this legislation should go on in concurrence with and subject to the control of public opinion, what should be proposed to be done in each case should be annually laid before Parliament, not so much in the shape of a scheme as the announcement of a principle; for instance, that such an amalgamation of schools, such a constitution of trustees, should take place, and such changes should be introduced in the way of capitation fees or scholarships, or that such particular charities for the benefit of the poor, but which are not really applied for their benefit, should be applied educationally. I propose that a clause, applicable to each specific subject and numbered in its order, should be laid before Parliament at the opening of the session, and if that remained a certain period, say two or three months, without any resolution of either House to the contrary, that then sufficient authority should be given to the Charity Commissioners to carry it into effect. The machinery of the Commission at the present moment is this: before anything of that kind is proposed, sufficient notice is given in the place to all parties concerned that objections may be brought before the Commissioners, and therefore the localities would have sufficient notice. Then comes the other condition of legislation, that Parliament should have this proposal laid before it as the exponent of public opinion, to see whether it be in accordance with it and with public policy. It would be open to any member of Parliament interested in the locality, if he thought fit, to move that a particular clause be expunged. It seems to me it would be a self-acting mode of legislation which would go on tacitly, and where it did not go on tacitly, would be made a matter of public discussion.

12,922. You would propose to give no appeal from the Charity Commission to any other legal court?—When you come to appeal the question is, what is to be the principle of legislation? We have certainly no defined principles of jurisprudence upon which the appeal can be determined. The Charity Commission would be perfectly in the dark as to what principle would be applied by the court of appeal. The Court of Chancery, as you are aware, has been in the habit of proceeding on what is called the *cy pres* principle, which is really perfectly arbitrary and unmeaning, and probably not at all reaching what the intention of the founder was, or calculated, from the extent of informa-

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tion brought to bear upon it, to be generally for the public benefit, and therefore any rules a court of appeal might apply must be in each case perfectly discretionary, and it is obvious that the Charity Commission could not act with confidence, for it would be quite ignorant of the principle upon which its judgment would be tried.

12,923. (*Lord Lyttelton.*) You say that the *cy pres* principle is entirely arbitrary and indefinite; will you explain that further? Has it not a legal definition?—None that I am aware of.

12,924. Does it not mean, as near as present circumstances admit to the intention of the testator? — Then see what absurd consequences one gets. Take the case of Betton's Charity, under the Ironmongers' Company. A century and a half ago a gentleman left an estate to the Ironmongers' Company, which he divided into four parts, one-fourth to go to the poor of the Ironmonger's Company, one-fourth to schools of the Church of England in London, and two-fourths to redeem captives in Barbary. It went on till more than 100 000*l.* had accumulated with regard to the captives in Barbary. Now and then they found a ship was wrecked at Tangier, and brought home a sailor, and spent a few pounds in that way, but at last it came before the Court of Chancery. The Company said, "You see what the testator "intended." He gave one-fourth to us and one-fourth to schools, therefore you should divide the other two-fourths in the same way; that will be the *cy pres* principle, one-half to the poor of the Company and the other half to schools. Lord Langdale said that the whole of the surplus, reserving a sum of 10,000*l.* in case there should be any more captives in Barbary, should go to the schools. They went to Lord Cottenham, who affirmed it, and it went to the House of Lords, the Company still contending that the proper *cy pres* was to take what the testator had said with regard to the other portion. Lord Campbell said if the *cy pres* application of the funds of captives in Barbary was to schools in London it was a *cy pres* at a great distance. Then, another question was started. It was said, if you have schools in London they must not be Church of England schools because they are not Church of England captives in Barbary.

12,925. (*Lord Taunton.*) Do you think it would be possible for the Charity Commissioners to exercise so large a discretion in those respects without some general rules laid down by the legislature?—I think it would not be difficult to lay down some general rules, but I am afraid that the legislature would hesitate to bind itself by those rules. I will put a rule even so broad as this, that wherever property is given for the benefit of the poor, in whatever shape that benefit had been designed by the testator to be afforded to them, it should notwithstanding be within the powers of the Board of Commissioners to apply it to the greatest benefit of the poor in any other shape. One of the latest cases I have had is the case of Chesterfield. I last year inspected the charities of Chesterfield. There is a charity there called Foljambe's Charity. It was a property which, at the time it was devised, about two centuries and a half ago, produced 140*l.* a year, and the testator gave 40*l.* for a preacher in Chesterfield, two sums of 20*l.* and 13*l.* 6*s.* 8*d.* to two colleges in Cambridge, and 13*l.* 6*s.* 8*d.* for a schoolmaster in Chesterfield, making together about 86*l.*, and then he directed that the surplus should be for the relief of the poor impotent and needy people within the parish of Chesterfield. Well now I should like a rule so wide as this, that any mode of relieving the poor within the parish of Chesterfield, or of so constructing the educational institutions at Chesterfield as might reduce the number of poor as far as possible, that any application of that kind should be within the

intention of the founder. I do not see why we should not give to the founder all the enlightening, if we may so speak, that he would have had if he lived to the present day. The surplus of that property which was originally 140*l.* a year, and of which 86*l.* was disposed of in the manner I have mentioned, is now about 600*l.* a year, and that 600*l.* a year is transmitted by the trustees to the overseers of the poor in about ten townships, and given away in sums of 5*s.*, 10*s.*, and 1*l.* amongst a population of 23,000 people. It is the centre of a very industrious population. Owing to the iron works and general activity in the neighbourhood the working people are making good wages, and it is a population I should think in which it would be excessively important that a good boys' school, and especially good girls' schools should be set up with that 600*l.* a year. It is an extremely exciteable population. Almost the whole day on Sunday, the large town hall at Chesterfield was occupied by meetings of a religious character, in which there were 1,000 or 2,000 people of both sexes attending at a time. There is a religious body in that neighbourhood called the Hallelujah Band. The meetings were constantly addressed every ten or fifteen minutes by one person after another, who pointed out what his religious experiences had been, and after these addresses hymns were sung. I think that occupied six or eight hours out of the day. It exhibits a population in some measure superior to mere material influences, in which education may be extremely useful. So applied that 600*l.* a year, absolutely useless and worse than useless, as it must now be, might, in a place like Chesterfield with a population of 23,000 people, of which the working classes are a very large proportion, be of very great value; and under such a rule as I have suggested it might be so dealt with.

12,926. As I understand you would desire to substitute the action of the Charity Commission for the action which is now spread over several Courts of Chancery, and to concentrate all in the one Charity Commission?—If there were local governments well constituted and sufficient powers were given to them, and the acts of such authorities were sanctioned by a Charity Board in the same way as some of the acts of local governments require that of the Secretary of State, centralization might be avoided, and provincial bodies might be the constructors of very much that would be beneficial amongst themselves.

12,927. Would you not allow the parties interested to be heard before the Charity Commissioners?—Certainly, I would have the most ample hearing and the most ample inquiry.

12,928. That would be establishing a Court with a great amount of business, would it not?—I should not like to call it a court. When I speak of hearing, I am supposing an inquiry to take place on the spot, the subject we have to deal with thoroughly ascertained, the effect it produces ascertained as well as it can be, and such speculative thoughts as can be gathered of what better effects might be obtained in a different manner, and upon that I suggest that the Charity Commission should be able to frame such an order as would carry into effect the promised or anticipated benefits, that order being laid before Parliament as I have said.

12,929. I think you intend that after the inspector has made his report the Charity Commissioners should not give their fiat to that report without themselves hearing any parties that were interested in appeal against the decision of their assistant commissioner?—I should think the Charity Commissioners themselves would be anxious to hear

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all that should be said, but I do not know whether in the shape of an appeal. If the facts upon which the order was made were contradicted, or if the expected results were denied to be probable, the Charity Commissioners might then judge, and form their own opinion upon it. When I speak of an appeal I do not mean an appeal by lawyers and counsel. I think that would be useless, but such a representation of facts as would answer all the purposes of appeal without the formality and expense of a legal proceeding.

12,930. In the case where there was not unanimity in persons locally interested there must be, according to your plan, a rehearing of the case?—There must be a counter-representation and that counter-representation must of course receive the attention of the central authority, which is to act.

12,931. Do you believe that, however grave the interests concerned were and whatever amount of property they might involve, it would be satisfactory to the public that these cases should be heard without the assistance of counsel?—I do not know how far the public would feel that the interference of counsel in such a case as that would be necessary. I should think, if the Commissioners were known to be ready in all cases to receive deputations of persons cognizant of and able orally to state the facts, and the opinions founded upon them, that the public would not have a very strong opinion that the interference of counsel would be necessary, if they were satisfied that the facts were sufficiently heard and considered and reasons were given for the order which was made. Then it would be—to take the case of Chesterfield—still open to the members for Derbyshire to say that the policy of this alteration was denied in the county, and to move that it should be expunged.

12,932. Do you believe that these things could be decided on the principles of general equity and common sense sufficiently to take them out of the technical forms of contentious jurisdiction?—I think if they are not taken out of the technical forms of contentious jurisdiction nothing can be done. It seems to me essential to take them out of those forms. With regard to that I may mention another case in the City of London—the case of Datchelor's charity, in St. Andrew Undershaft. In that case a house in London worth 40*l.*, was early in the last century settled by a lady on trustees for the parish, the principal object being the preservation of their family vault in the parish church, so that nobody else should be buried there. She left 2*l.* a year to the trustees for their annual meetings, 10*l.* a year for a sermon in which the minister was directed to keep in the memory of the parish the care of the vault, 7*l.* to the clerk and sexton for making affidavits every year that it had not been opened, or any one buried in it, and then 20*l.* to apprentice poor boys of the parish. The testatrix had thus disposed of 39*l.* out of the 40*l.* And then she directed that the residue should be given away to the poor on New Year's day, the residue being according to her estimation 20*s.* It is property in London. It increased in value, and in 1823 a new scheme was established—pensions were given and more apprentice fees. In 1858 it had increased again, and another scheme was obtained from the Court of Chancery, increasing the gifts. In the year 1861 it came before me as inspector, and the property had then amounted to 900*l.* a year. They have been giving away pensions under the scheme of 1858 of from 5*l.* to 20*l.* a year to most persons of poor circumstances who asked for them, many of them not living in the parish but happening to have settlements in it.

12,933. (*Lord Lyttelton.*) The residue being the only indeterminate item, had increased to that extent?—Yes, and that originally a sum

of 20*s.* to be given away on New Year's day. There is no doubt in the world that, if that gift be construed by any legal rule, the persons entitled to the residue are entitled to all. It seems to me to be impossible to apply technical rules to things of that kind.

12,934. (*Lord Taunton.*) I suppose you would propose to give the Charity Commissioners a power of dealing with all questions of trustees, and so on?—I think with that guard, that they should make this annual publication of what they were about to do whenever they went beyond what would be a mere administration, whenever they expanded the trusts. With that guard the Charity Board might be safely intrusted with the whole powers of administration.

12,935. Do you think there would be no danger that this supposed control of Parliament, in the way in which you propose to apply it, would become altogether nominal?—It would only become nominal in a state of circumstances which it would be very desirable to bring about, that is, that the people were so satisfied with the working of the machinery that they did not wish to interfere with it. Wherever any well-founded discontent existed there is no doubt it would find expression.

12,936. (*Lord Lyttelton.*) Would you go to this length, that the Commission should be bound by no specific rules at all, as to the application of these charities, by no rules which could be expressed in specific terms?—Thus far, wherever a charity is founded for the benefit of a class, that the form in which the benefit should be given to the class should be deemed of secondary importance, and that the greatest benefit of the class in any other form should be deemed of the first importance. I think it would not be difficult to frame a set of rules which should have a certain degree of generality and vagueness no doubt, but which would be a tolerably good guide. I do not think it would be difficult to do so, but I have not framed such a set of rules.

12,937. (*Mr. Erle.*) Have you not stated, in broader terms than you intended that the Charity Commissioners exercise no jurisdiction in contentious cases? Do they not exercise a discretion in declining to exercise that jurisdiction or in assuming it, as they shall think most beneficial?—I certainly did not mean to say that the Charity Commissioners do not exercise jurisdiction in any contentious cases. What I meant to say was, that having the discretion, I believe there are some cases in which serious questions for litigation being propounded, the Commissioners prefer to leave the parties to proceed before the Courts.

12,938. (*Lord Lyttelton.*) For the future, you would do away with all such discretion, and would leave all cases, whatever amount of contention there might be, under the safeguards you have mentioned, to the Commission?—All cases of administration of charitable trusts. When the question be, Trust or no trust, of course it must remain then with the Courts as heretofore.

12,939. (*Mr. Acland.*) Is it not the fact that the present action of the Charity Commission is very much hampered by the fear of an appeal which would lead to great expense?—I suppose so. It is a matter on which I feel considerable difficulty in speaking, because it would be a matter within the exclusive cognizance of the Board. I can only know externally or casually hear that in such a case the Board had declined to act. I cannot always know the ground on which the Board has declined to act.

12,940. Do you consider, in reference to the proposed discretion which you would give, that the dread of an expensive suit in Chancery hanging

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over a reasonable settlement would always impede arriving at that settlement?—No doubt it would, both with regard to the desire that a Board would naturally feel that its decisions should remain unimpugned, and also having regard to the expense incurred by the charity itself in such proceedings.

12,941. Is it your impression that many cases might be settled now by the Charity Commissioners on a very reasonable basis if it were not for the dread of quarrelsome persons pressing the matter into a court of appeal?—I think so, certainly.

12,942. (*Lord Lyttelton.*) You mean that the Charity Commission might institute its inquiry upon having reason to think that an inquiry is desirable, from whatever source.—Yes; they have that power at present fully, but, the inquiry having taken place, they have no power of initiating any proceedings except by certificate to the Attorney-General, if the case be sufficiently grave, or by the action of some persons in the locality who choose to take up the position of plaintiffs.

12,943. (*Dr. Temple.*) I think you said something of some local authority that you would wish to see established?—I think if there were a satisfactory constitution of local government, in which the public would have confidence, that powers in all local matters should be given to those local governments within their boundary,—powers subject to the sanction of an administrative board; in charity matters to the Charity Commission, as in sanitary matters to some other board, according to the nature of the subject. I have always thought there was reason to regret that at the passing of the Municipal Corporations Act the administration of the charities in corporate towns of England was taken out of the hands of the corporations to which it was formerly entrusted.

12,944. Do you wish to see new local authorities created for the purpose of dealing with the charities, or do you wish that the administration of the charities should be put as much as possible into the hands of local authorities already existing?—Those already existing, as far as possible, but I should like to see those local authorities somewhat better constituted than now.

12,945. Where there are no such local authorities, as for instance, for the administration of schools in counties, in whose hands would you put the administration?—That is a subject which involves many other local considerations. If it were possible to arrive at the establishment of a county board having extensive jurisdiction in local matters in counties, I think there would be no bodies to whom this power could be given better than to such board. I think the more you can widen the area of the governing bodies within reasonable local limits, the more you will widen their interest in the institutions under their power and the scope of the benefits which they are capable of conferring.

12,946. What do you mean by the expression "widen the area"?—You put the question of what could be done in counties over which there is no single local government. Instead of a number of detached schools a few miles apart being governed by local trustees for each detached school, jealous of one another, trying to convert their surplus funds, if they have any, into exhibitions to attract scholars from other less endowed schools to their own, if a body of trustees combining the powers of the whole could be constituted, enabling the funds of these schools to be employed for their joint benefit; for instance, take one example, for the engagement of masters who should pass from one school to the other, masters of languages, and other competent teachers whose time would not necessarily be required for one particular school; or by which the scholars, perhaps, may be transferred or interchanged from one to another; in one school you might combine a more classical, and in the other a more

commercial education, so that the whole fund existing over a widened area would be applied for the common benefit of the inhabitants within that area,—I think great good might be done.

12,947. You think it would be a good thing to constitute local boards for the express purpose of managing the schools within a considerable area of the country?—If we could find local boards having also other important local county duties, I think it would be very much better to take those boards, perhaps adding to them, than to constitute new boards for the specific purpose. I think the efficiency of every board would be so much greater if its duties were more extensive, and if it were made more and more the object and the interest of gentlemen residing in the neighbourhood to become members of such boards. By frittering away duties amongst a variety of different boards you injure, I think, the character of their constitution and their competency.

12,948. Would the magistrates in Quarter Sessions be such a body as would correspond to what you mean?—That would be one element. I think something else should be added to the magistrates in Quarter Sessions. The magistrates in Quarter Sessions might depute some of their members, who would be also added to men in other positions.

12,949. Do you think perhaps that a committee of the magistrates in Quarter Sessions might undertake the work?—It would be very desirable, I think. They seem to me to be, as far as I can see, one of the most accessible bodies.

12,950. (*Lord Lyttelton.*) They would take a special interest in the subject?—Yes. To that committee you might add local trustees for managing the property. There must be such in most places. Let the trustees of each school appoint one of their members to act with that committee, and then a joint body acting in that manner would, I think, be highly beneficial.

12,951. (*Dr. Temple.*) Would not that practically be a new local board?—It would, because I find no local board suitable to the purpose.

12,952. I understand you to contemplate really three authorities to deal with these schools, local boards if we could create good ones, a central commission in London?—For this purpose. The central commission would be a commission conversant with general principles, and be able by its advice, and by the necessity of its sanction, so to modify the direction of local boards as to make them in the highest degree beneficial, in conformity with the general principles which should prevail on such subjects.

12,953. And then there would be, of course, above them, both Houses of Parliament?—In all cases where the administration went beyond such legal precedent, that would require in the present state of the law more than the power of the Court of Chancery.

12,954. But would not in all cases, whether they went beyond precedent or not, the interference of Parliament be possible, inasmuch as you contemplated that these orders should be laid on the table of each House of Parliament?—Certainly; the orders, to the extent of which I speak, overruling local trustees, would be such orders, no doubt. In illustration of what I say in regard to what might be done by widening the jurisdiction of trustees, I had occasion two or three years ago to inspect a school at Appleby, in Leicestershire, with an endowment of about 300*l*. a-year, producing a very small amount of good, and I took the opportunity of taking from the map the situation of the schools within eight or nine miles of Appleby, within which circuit, if anything like harmony of operation could be brought about, those schools might be made more beneficial. Within nine miles of Appleby, certainly going out of Leicestershire partly into Derbyshire and partly into Staffordshire, but within

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nine miles of Appleby, there were schools with an income of about 3,400*l.* a year.

12,955. (*Mr. Acland.*) What class of schools?—Mostly grammar schools. This endowment at Appleby was for the appointment of a Latin master, an English master, and a writing master, and the others were at Burton-on-Trent, Atherstone, Ashby, and Market Bosworth. Within a circle of 18 miles diameter, 3,400*l.* a-year is a large endowment.

12,956. (*Dr. Storrar.*) And not a very dense population?—Not by any means.

12,957. (*Mr. Acland.*) With regard to the constitution of the board of which you were speaking in answer to Dr. Temple, have you considered what other persons besides such persons as magistrates or trustees of existing trusts should be members of this board, with the view to represent on the one hand educational interests as such, and on the other hand the interests of agriculture and trade for which the pupils would have to be trained?—The corporate bodies or trustees in each locality might select the person to represent them in the general body. They would most likely take a person who had an interest in such matters. It would be assigned to the one most qualified for it, probably.

12,958. As regards the interests of learning and mental cultivation, have you considered whether any special class of persons, such as graduates, should be nominated on the board, or whether you would have an educational test for the whole body?—No, I have not thought of that, because in the constitution of schools there would probably be some general principles laid down. You would be very much assisted in that matter by the inquiries which have been made by the Public Schools' Commission, and others, with reference to what the kind of instruction shall be, suited on the one hand to classical and on the other hand to commercial schools, and with regard to what extent you might think proper to introduce scientific instruction. All these things are things sufficiently before the public, and an educational board dealing with them would probably avail itself of the information so gathered.

12,959. Then you do not think it very important to secure that there should be a certain number of graduates by any rule? You would trust to the general improvement of the public mind to secure that persons in a certain state of society should have the requisite knowledge?—Yes, and that they would take care to provide themselves with it.

12,960. I am speaking of the constitution of the boards?—I have not thought of any other mode.

12,961. You spoke of the corporations. Is it not the case that at present a good many corporations are entrusted more or less with the management of schools; can you give us your experience as to the result of that management?—Most of the great city companies have considerable schools, and where they have had the management of them they have done so, I think, with very great liberality indeed. That has happened, because in London the people who have the management of these things are very much in advance of the people in the provinces with regard to information.

12,962. I believe that this Commission has had very great difficulty in getting any information whatever from some of the city companies as to the disposal of their funds for educational purposes. Have you any reason to think, from your general knowledge of charities, that there are any facts behind which the city companies are anxious to conceal?—Not at all. With regard to the management of their public funds, I have found the city companies exercise a greater degree of liberality than any other bodies. Take the instance of the Goldsmiths' Company, they had a

school at Stockport, and some questions arose (Stockport being a populous place) with regard to the master, with regard to the religious teaching, and other things, that came frequently before them, and at last, by a resolution they themselves dedicated, I think, 280*l.* a year, and buildings and land to the extent of 12,000*l.* or 14,000*l.* to support the school, which they were not bound to do, and they gave the management of the school entirely into the hands of the corporation of Stockport, or some local authorities, themselves thus giving up entirely the patronage, and adding a very considerable endowment.

12,963. City companies having certain responsibilities in reference to schools are, I presume, subject like other trustees to the powers of inquiry which have been given to the Charity Commission?—If the schools are endowed, they are bound to answer inquiries by the Charity Commission as to the extent of the endowment,—not of what they do voluntarily.

12,964. Referring to a former question about corporations, will you be so good as to give your experience as to the management of schools managed by corporations, understanding by the word "corporations," municipal corporations?—I do not at this moment remember any municipal corporation having the management of schools. With reference to the Act of 1835, the Municipal Corporations' Act, it is very remarkable that when the Bill was before the House of Lords, for the election of corporations in the manner there proposed, Lord Lyndhurst objected to transferring to new corporations, possibly persons without any property, these large charity estates. Lord Brougham said that never had been intended by the Government, and he laid some resolutions on the table for the establishment of a new charity board composed of members of the Privy Council and other persons. What was done upon that I have not been able to trace, but the Bill came out of the House of Lords with the 71st clause in it, with this remarkable preamble: "that divers bodies corporate were seised or "possessed of hereditaments and personal estate upon charitable trusts, "and it is expedient that the administration thereof be kept distinct "from that of the public stock and borough fund," and it provided that the then present persons who were trustees at the passing of the Act, though no longer having the official character of corporators, should continue trustees to the 1st August 1836, and then their trust should cease and determine, and if Parliament (allowing another session to take place between that time and the time when the Bill passed) should make no other alteration, they should be left to the jurisdiction of the Lord Chancellor, so that it happened by that accident, nothing being done by Parliament in the meantime, that the appointment of all trustees of municipal charities throughout England and Wales, excepting London, was transferred from the locality itself to the Court of Chancery.

12,965. And under that provision the Lord Chancellor did nominate Charity trustees?—In the year 1836, after the expiration of the powers of the then existing persons, there came hundreds of applications to the Court of Chancery for the appointment of trustees, and they were all appointed in one year. These were in all cases a certain number, and instead of going to the Court of Chancery continually the habit has been that when they die down to four or five or six, when they become so few as that, another application is made and the Court of Chancery appoints again.

12,966. Can you continue your statement so as to make it clear to the Commission what was done with the municipal charities and how the trusts were constituted, and amongst other points will you mention whether any

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distinction was made between church charities and general charities?—In most cities, I may mention Norwich and Exeter, and in many other cities which I have visited, there were two lists of charities, one called the church list, which generally contained grammer schools and other institutions of that sort, and another list in which those in the church list were mostly comprised, but which contained some dissenters, for charities not necessarily church charities.

12,967. Are you able to state how that arrangement is working, whether it is free from abuse in the management of property and whether it is free from abuse in being used for political purposes?—I have met with no instance of its being abused for political purposes. I have heard vague talk of that kind, but whether it is so I cannot say. I can only say that no fact of that kind has ever been proved before me. The appointment of trustees who continue trustees for their whole lives, where in fact a board is not reconstituted again until the majority of them are dead, seems to me a very imperfect way of administering the trust.

12,968. (*Mr. Erle.*) You say that you have observed no malversation in the management of these municipal charities. Do you know whether there has been so marked a preponderance of trustees belonging to one political party or another as to show that they have not been indifferently chosen?—I have not any instances before me at this moment in my recollection.

12,969. Do you recollect the nominations which were made immediately after the Municipal Corporation Act, how generally they were reported to be men of one party?—They were so no doubt first of all; we know that some remarkable scenes exhibiting party antagonism took place before the Court of Chancery.

12,970. (*Mr. Acland.*) What are the charities which are referred to these boards. Are they all the charities, or only those which were formerly in the hands of the municipal bodies?—Only those formerly in the hands of the municipal bodies.

12,971. (*Dr. Temple.*) You would wish to restore them to the municipal bodies?—Yes, hoping to see the municipal bodies better constituted than they are.

12,972. (*Mr. Acland.*) Upon a former occasion * you suggested in reference to Salisbury the constitution of a local body which should manage not only the charities belonging formerly to the municipal body, but, all the charities of the city of Salisbury?—Yes.

12,973. And if I am not mistaken you proposed that the charities under that board should be applied amongst other objects to the provision of a grammatical, commercial, and trade education. Would you be so good as to explain your present views on that subject to the Commission now?—I have lately referred to them for the purpose of this inquiry. It seems to me that I could add nothing usefully to what I then said.

12,974. To put it shortly, do you think it desirable that in each municipal borough or large town there should be a board to which the general management of the charity should be committed?—I think so.

12,975. Would you state in general terms the nature of the constitution of such a board?—If any alterations were made as to the proposal I made with regard to Salisbury I should say that I prefer that the whole of them should be entrusted to the municipal body, to the body having the management of the local business of the town, the municipal corporation.

12,976. Should you think that that would be a good body to administer

* Report of Popular Education Commission, vol. vi., Appendix to Mr. Hare's evidence.

charities for educational purposes?—I think it would be a body which would act under a sense of responsibility, and of their accountability to the town, as much as any other body.

12,977. Do you think, speaking generally, that persons elected by municipal bodies are men of sufficient early and liberal education to be wise administrators of schools, or that they have had their attention sufficiently called to the subject of education to be wise administrators of schools?—I think that if you entrust important functions to them they would gradually and rapidly rise to the performance of those functions, equal certainly to any body of which we have a present example; but, as I have said before, I have hopes of the better constitution of local governments,—that they should embrace other elements which they do not now embrace.

12,978. Would you explain the difficulties which arise in practice from the necessity of going before the Court of Chancery to fill up the bodies of trustees. What is the inconvenience which you see in that?—Suppose you had a body of fourteen or fifteen trustees, the clerk of the trustees would probably not think it right to apply to the Court of Chancery till they were reduced to about six. Those six would be persons who are gradually getting older, they may be getting more experience, but they get less efficient in some respects; while eight or nine of the body of trustees are, as I have supposed, being gradually removed by death. During all that time, if it is of any value to have the full body, the body is impaired in strength, and impaired in its power of action. This goes on year after year. Then you have suddenly a new set of persons selected. They have been selected, I believe, within some years past with great care. It has been the habit of the Attorney-General not to make the appointment until he had sent the names to the town, and publicly announced the names of the persons whom he was about to appoint. I remember cases in the Court of Chancery in which persons objecting to that appointment have appeared, and they have been told that if they did appear they must appear at their own expense, and it is not everybody who is willing to be patriot enough to appear in the Court of Chancery at his own expense.

12,979. We may draw the conclusion from what you say that the Court of Chancery is a very bad machinery for filling up trusts?—I think so; it has no eyes nor ears but by an affidavit.

12,980. With reference to the rules to be laid before Parliament, of which you were speaking, will you state what would be the subjects of those general rules which you think might be laid before Parliament; if I understand you correctly it would be something in the form of the code which emanates from the Committee of the Privy Council on Education?—Rules may be suggested of this kind: 1. That where it appeared to the Charity Commissioners desirable to combine in one body trustees of several endowments for purposes of education, and to constitute a general trust for the government of the whole, they should be empowered to make rules for that purpose applicable to the schools in any particular district or locality. 2. That where charities had been dedicated to the benefit of the poor, although there may be a special form of benefit, it should be in the power of the Charity Commissioners to direct that any other method of application in their judgment for the greater benefit of the poor should be substituted for that directed by the founder. I apprehend it is only the nature of those rules that you ask for. I have not prepared a set of rules. It is only this moment that these particular rules have occurred to me. I simply express the nature of the rules which might be laid down.

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12,981. (*Mr. Eyle.*) If the existing law is so very vague for the re-application or the improved application of charities, do you think a declaratory Act might be more easily obtained for defining the existing law?—Probably. I should think very likely a declaratory Act might be more easily obtained, and might be a better kind of machinery than such general rules as I speak of.

12,982. Not purporting to alter the existing law, but to declare it, if it is so wide as you suppose it to be, that there is really no limit to the discretion of the court, that there is no such thing as any *cy pres* doctrine?—In that sense I doubt the possibility of framing such an Act as that. I doubt the possibility of framing an Act which should preserve and stereotype, as I may say, the existing law, because I do not, in fact, know how the present law is to be defined. I do not see any possibility of making a definition of a *cy pres* application,—what a *cy pres* application is to be. We may put this case. Suppose a draper of the city of London living in the parish of St. Andrew Undershaft, directed the proceeds of his estate to be divided among poor drapers, aged men and women, in the parish of St. Andrew Undershaft. Are we to consider his principal object to be the benefit of poor drapers, or the parishioners of St. Andrew Undershaft, or that he means the benefit to be chiefly for aged persons? You see it may mean all these things, and each suggests a different *cy pres* rule. We have no power of definition, nothing but pure guess work, which no declaratory Act could possibly prescribe.

12,983. Could not some general canons or rules be established for the application of doubtful charities and vacant charities, if I may so call them?—I think not, except what I suggested just now, that wherever the gift is for the benefit of the poor, the greatest benefit to the poor shall be the mode of application.

12,984. Considering that schemes for the improved administration of charities only reach single endowments, each scheme obtained with great labour, and applying only to the single endowment of which it is the subject, would an Act of Parliament be useful applying to all endowments the general regulations which are made by schemes for the government of the proceedings of trustees, and enforcing their attendance, and similar purposes?—Certainly; something in the nature of the Lands Clauses Act. I think it would be very useful to have some such machinery which could be embodied for reference and commonly referred to.

12,985. So that that would be a scheme at once for all charities?—Yes, I think that would be desirable.

12,986. Do you think that general facilities for the improved application of charitable funds might be obtained with greater ease if for charities only established a given number of years, for instance, half a century or 60 years?—Certainly. The Law Amendment Society, a few years ago, referred it to a committee to inquire into that. I happened to be a member of that committee, and I was requested to draw up the report, which I did, and which was adopted. One of the proposals in that report was that after a certain number of years there should be entire power of remodelling, thus giving to testators the power of making such a disposition as they thought proper, within public policy, for what would be equivalent to a private entail, say a term of 30 years; I then named 30 years, and that after that period it should be open.

12,987. With reference to the delegating to Parliament the supervision over schemes for the alteration of charities, do you think that is the best tribunal, so to call it? I think you inspected Dulwich College, and you observed the progress of that Bill through the House?—Yes.

12,988. Do you remember that members without any local connexion with the charity, but incited by persons having some unacknowledged interest, interfered repeatedly?—Yes, and very injudiciously and absurdly.

12,989. Do you recollect that it was necessary for the Government to propose to Parliament to rescind certain of its resolutions, and to announce that the Bill would be withdrawn altogether?—Yes.

12,990. There would be no mode of confining the interposition of members of Parliament to those who have any local connexion with the place?—None at all. What I would suggest is, that there would be no Bill, and it would not be competent to any member of Parliament to remodel the order or scheme which might be proposed. It would be open to him only to ask the House that it be rejected or struck out.

12,991. The object of my question is to know whether you could suggest any other tribunal, the Privy Council, or any other to which such proposals might be referred?—Almost the only tribunal existing having a jurisdiction of the nature of legislation, and as to which I am not aware that there are any principles to govern it, is the Judicial Committee of the Privy Council, in the exercise of its power to deal with patents, enlarging the periods for which patent rights are conceded. It is a power of course which continues a monopoly, and is of considerable public importance. It has been entrusted by Parliament to the Committee of the Privy Council. If Parliament would give the same power to such a body, acting not in strictness judicially, it might be the best tribunal.

12,992. You were speaking just now of the constitution of district boards for the administration of charities; do you think that charities of all classes should be committed to the management of the same board?—Very desirable indeed. I should like to enlarge the functions of the board and to enlarge its responsibilities and powers and duties.

12,993. You would have persons of very different qualifications in such a board as that. You would have some who would be required to manage almshouse charities, or distributive charities, and educational charities, though perhaps fitted for only one of these duties?—I should think a man who was well qualified for one duty generally well qualified for the other.

12,994. Would not they be so very numerous that the responsibility would be dissipated among a great number?—I apprehend that county boards in all cases would form themselves into committees, that persons residing near the particular spot and taking an interest in the particular institution would be a committee for that institution, and then they would have the general advice and general authority of the whole.

12,995. They would not be required to divide themselves into committees?—For the convenience of public business I should think they would do so.

12,996. You would rely on the probability of their doing it?—Part of their constitution might point that out to them as a convenient mode of administration.

12,997. You have, of course, visited a number of endowed schools. Have you observed cases in which the master has been at variance with the trustees?—Yes, we have frequently cases of that kind.

12,998. Masters, I think, are sometimes appointed by external bodies; for instance, they may be appointed by lords of manors, or by colleges?—Yes.

12,999. And not by the trustees. Have you observed what has been the consequence of that?—I think that such appointments have usually been as successful as if made by the trustees themselves.

13,000. You do not think it tends to a want of deference on the part of the master to the trustees?—I am not aware that it would do so. I have not found examples of it.

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13,001. Most masters of endowed schools are irremovable, except for cause, are they not?—Yes.

13,002. Do you think that is convenient?—Extremely inconvenient.

13,003. How would you remedy the great mischief of that state of the law?—The only thing that occurs to me as being really effectual would be to make the continuance of the master in his office dependent on his success.

13,004. Are the trustees to judge conclusively without any control at all?—The authority of the trustees would probably require some other sanction before it should be executed.

13,005. Would you give to a majority of the trustees an absolute power of removing a master?—It seems to me that the position of a master is so important, that such a measure of independence should be given him, that he ought not to be absolutely at the mercy of a majority of the trustees. I think the action of a majority of the trustees, sanctioned by a permanent authority like the Charity Commission, would be sufficient.

13,006. This case may occur that a body of trustees may be reduced to three, or even to one?—Yes.

13,007. You would not give one trustee the power of removing a master?—Certainly not.

13,008. If some control is required, what control do you think should be exercised?—We have no constituted body at present, but the Charity Commission. There is no other constituted body to exercise it that I know of. The Court of Chancery in gross cases can now remove a master, but that is done very rarely, and whenever it is done, it is done at a vast expense to the charity.

13,009. Is it your experience that the efficiency of charitable endowments to accomplish their object depends very much on the trustees by whom they are administered?—I should scarcely say that. With regard to educational charities, it must depend very much on the agents employed, on the masters.

13,010. That depends on themselves, does it not, whether they find good masters?—Yes; it depends on them of course, if they have the selection of the masters, whether they select good ones. That is a selection, however, which a very able man may fail in making, and in which a man of much less ability may succeed.

13,011. Is it not a matter of common observation that if there are judicious and effective trustees, the charity they administer is useful and accomplishes its objects; and under the management of trustees of an inferior stamp, a similar endowment may fail altogether?—No doubt.

13,012. How would you constitute these boards of trustees. In the case of self-election, that is to say, where the survivors fill vacancies in their body, do you think that requires control?—I think certainly that that requires control. Several cases now occur to me in which the surviving trustees have been able to bring in their own relations, so that one particular family has a preponderating influence in the management of the trust. That is frequently the case.

13,013. Can they do that without any publicity?—They do that without any publicity at all.

13,014. And without any control over the expense which is incurred?—And without any control, except, of course, by taking legal proceedings, and making them accountable for having spent too much, which would be generally more costly.

13,015. What remedy do you think should be applied by the law to that state of things; that there should be publicity?—I should rather give to the Charity Commission power to add to the bodies of trustees.

13,016. You would put an end to the practice of self-election?—If the

Commissioners had power to increase the body, by making new appointments they might render any improper appointments the trustees had made nugatory. Another way would be to take the appointment from them altogether and vest it in the Charity Commissioners, and for the Charity Commissioners to avail themselves of such local information as they can obtain. A body sitting in London must, of course, avail themselves of local information, and the question may arise from what source should they gather that information.

13,017. Is it not easy to get sufficient information by public notice in the locality?—Generally speaking, I suppose, it would be so; but in the first place, I suppose, a notice would intimate that some one was about to be appointed. It would not be an advertisement for a trustee.

13,018. Do you think before any trustee is appointed there should be the most public notice given in the locality, that such a person is intended to be appointed, and that it should be open to anybody to state objections to it?—Yes, and that any objections should be considered.

13,019. (*Mr. Acland.*) Is there not great danger, that if you trust to local influences or anything of a local election, you would have persons not qualified by education pressed for membership in trusts?—I should think there is no great risk of that. If publicity is given to it, it is quite as likely to reach educated persons as uneducated persons, and the opinion and influence of those persons who are acquainted with what takes place in their own districts, and who are people of education and knowledge, is likely, as it seems to me, to be quite as powerful as that of any inferior person.

13,020. You contemplate that the ultimate decision for filling up a vacancy would rest with the board in London?—Yes; in the absence of any other authority that I can see at present, I see no better authority in which to vest it.

13,021. (*Lord Taunton.*) I believe you had the opportunity of looking closely into the condition of Christ's Hospital?—Yes.

13,022. On what occasion was that?—The latter part of 1863 and early in 1864.

13,023. What general opinion did you form of the state of that great institution for purposes of education?—It seems to be fulfilling its purpose as a place of education very effectually. There are about 1,100 boys there.

13,024. Speaking generally, are you of opinion that with reference to the funds belonging to that institution it does its work as the means of educating a great number of boys?—Certainly it does its work, and altogether does it economically, I dare say.

13,025. Does it occur to you that there are any considerable alterations which might with benefit be introduced into the existing system?—The report which I made on that occasion has been printed by Parliament.* In that representation I have made several suggestions.

13,026. What are the principal suggestions that you have made?—One of them was this, that the funds having been given, with the exception of a few special endowments, as much for the education of girls as of boys, the institution had departed very widely from its object, and, as I ventured to say, lost sight very greatly of its duties, in reducing the number of girls instructed to about 25.

13,027. You say reducing the number of girls; do you apprehend that there was ever a time when a considerable or a much larger proportion of the funds of this institution was devoted to the education of girls than is the case now?—Until a very recent time they had as many, I think, as

* House of Commons Papers, 1865, No. 382, "Charities."

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70 girls, but I find amongst its early records that there were children of both sexes, without evidence of any preference of one to the other.

13,028. Did you make any observation at all upon the system on which the school is managed, so far as relates to the general authority of the head master; I imagine the masters there are not under that sort of general superintendence of the head master which is usually found in schools; but they are under the control of the Committee of Governors?—I believe that is so.

13,029. Does that appear to you to work prejudicially to the interests of the school?—No; although the head master, I think, considered that he should be *ex officio* on the committee, and the medium of carrying its orders into execution to ensure harmony and obedience.

13,030. Do you think there would be any advantage in removing the site of the school from London to some place in the country?—One suggestion I made was this, that being a boarding-school there was really no necessity for boarding 700 boys in Newgate Street; that if with a view to public benefit they were placed somewhere in the outskirts of London, in a suburban position, and formed into several different schools, they might be the centres of very large educational institutions besides. If the 700 boys were formed into seven different schools, and schools for girls established in a circle round London, those schools would be extremely valuable. By the introduction of day scholars among them the entire character of the school might be vastly improved, and they might form centres of superior schools without any injury to their own funds.

13,031. You would propose to engraft a system of education for day boys on the present system of boarders?—Certainly; it seemed to me that it might be done with very great advantage, placing them still within the centres of large populations in the neighbourhood of London, and then the property in Newgate Street would be of very great value, even supposing you retained the hall itself for objects connected with the school.

13,032. Do you attach any importance to the recommendations which have been made for altering the peculiar dress which the boys wear?—That matter I have left entirely without expressing any opinion upon it except to this extent, that I thought with regard to the "Grecians" of the ages of 15 and upwards, the dress is absurd and ridiculous, and for them an alteration might certainly be made. I find those who have been educated in the school are generally favourable to the retention of the dress.

13,033. I believe bluecoat scholars have manifested a remarkable attachment to the school, and that many of them have very largely endowed it, and left large sums of money to promote its interests?—Yes, and they take great interest in it, and assist boys who come from it. Some of the boys are very much assisted and brought forward in life by associates of the school. I think there is an *esprit de corps* which is of great value in that respect.

13,034. (*Mr. Acland.*) You have stated on former occasions that you entertained a very strong objection to the present application of the funds. What is the ground of your objection?—It seems to me that the funds of the Bluecoat School, given as they were for the rearing up of miserable youth,—given for the most destitute classes, with the exception of a few donations,—have been taken entirely from the class for which they were designed and given to the middle classes. I think I have said in my report, and I should repeat it here, that I suppose there is not a child in the school who would not, without the aid of that school, obtain as good an education as the great majority of the poor themselves obtain, by the assistance of their friends and by the position which they have in life. Therefore you assist, I do not mean to say undeserving persons, persons who are not comforted and aided

by that assistance; but you assist a very much better class of persons, a class of persons much easier circumstanced than the very poor, to obtain a good education for their children, and to put them forward in life; and therefore you do, in a measure, what you can to preserve the social inequality which we find existing, by preventing those who are something beyond the poor classes from falling back into the ranks of labour.

13,035. Is it not the fact that a great number of the boys in that school have been placed there from benevolent motives by persons who have given 500*l.* to acquire the right of so nominating boys, and have given to the humble poor the means of obtaining a liberal education?—I know that some of the cases in which persons have given 500*l.* have been cases of merchants and others who have had poor relations to provide for, and have thought that a good investment.

13,036. Have you reason to think that any selfish application of the funds of that kind is the general rule?—I do not think that any selfish application of the funds is the general rule. I think the application is made for a class of persons who, by their own unaided efforts, or by the efforts of their relations in better circumstances, would have obtained an education as good as the majority of the poor obtain.

13,037. Would not that objection which you are now raising to Christ's Hospital be an objection to all the endowments for liberal education in grammar schools, and even in the Universities?—I believe, in a great measure, it would be an objection to them all, if they are made practically inaccessible to the most numerous class.

13,038. Then, in fact, you think that endowments for liberal education are inexpedient?—I do not say that.

13,039. Would you state the special ground on which you think the present application of the funds of Christ's Hospital are inexpedient?—Because I think they become the patrimony of a class for which they were never destined, and for which, moreover, it is not, in the highest sense, the interest of the public that they should be dedicated.

13,040. How do those reasons specially apply to Christ's Hospital more than to other endowments for liberal education?—Endowments given for liberal education, simply as liberal education, may have higher objects than a regard to the class of persons, or to the means of the individual; if not, it may be a question whether that is a proper dedication of public funds.

13,041. My question was, what are the special grounds of that kind applying to Christ's Hospital as distinguished from other places of liberal education?—Christ's Hospital was created especially for the destitute class. It was a foundation immediately after the Reformation, when the monasteries had been abolished in the country, and large classes which had been accustomed to be fed and maintained in the country came to London, where there was greater wealth and greater liberality. They were attracted there. Then came this provision for them, which, in its administration, still assumes, not only that the children have no relations who can educate them, but none to provide them with clothes or food, which is not true of the classes by whom chiefly the provision is usurped.

13,042. What proportion of the total income of Christ's Hospital, as it now exists, can fairly be said to come under that principle?—I should think at least two-thirds. About 34,000*l.* a year out of 50,000*l.*

13,043. You think 34,000*l.* a year traceable to the original endowment?—34,000*l.* a year is traceable to endowments made under the original conditions. The endowments are various. The original endowment by Henry VIII. was nothing but the ground on which the building stands.

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13,044. These sums of 500*l.*, which are often spoken of as a ground why the present application of the funds should not be, so to speak, restored to the poor, as you would say, only apply to a very small part of the income?—I think to none, as they have usually been expended as a part of the current disbursements, being regarded as income, and not as capital. What I should insist upon is this, that by no gift of 500*l.* could a person acquire a right to dedicate the produce of the endowments to purposes other than those for which they were given. Therefore, if a bargain of that kind were made, it must be a corrupt and illegal bargain.

13,045. Then the donations of 500*l.* by no means cover the cost of education of those who are appointed under the right of patronage which arises from that 500*l.*?—A calculation was made, I believe, showing that it did not cover it, but whether it did or did not, I think that those who give 500*l.* must give it with notice that they do not thereby purchase any right to divert the foundation from its strict object, and the money must be given with that notice, and it cannot have the effect of creating the right so to divert it.

13,046. You have stated in other parts of your evidence that original destinations of property ought not to govern modern views of expediency. Are you prepared to say, looking at this institution under the altered circumstances of the time, that it is a useless or inexpedient foundation as now applied?—I think it is not now applied in a manner in which it is desirable that a public endowment, a perpetual fund, should be applied. I think if there be classes of society, whether clergy, or military, or medical, or otherwise, who wish to provide better education for their children, and to guard the children of their class from falling back into lower ranks of life, it is a very fair mode in which they can employ their individual funds, and the State should assist them in setting apart and preserving such buildings and institutions as may be necessary to give permanence to that object; but beyond that I think that the setting apart a portion of the surface of the earth, or a portion of the accumulated capital of the world, for the perpetual relief of any class, and thereby afterwards exonerating it to that extent from the personal and individual charge its members would be otherwise subject to, is not a just and proper application of the power of the State. It is attempting to do that which is sufficiently effected by private inheritance; and it is a mode of preserving the inequalities of fortune which I think should not be sanctioned by wise legislation.

13,047. Are you prepared to say, looking at the very low incomes of the medical profession, and many of the ministers of religion, and other persons in a similar position in life, that it is an unjust and inexpedient application of public charities, to help them to get a liberal education for their own children?—If such help be given to them as a class exclusively, it is calculated to lessen effort, and thus weaken character, and it is not fair to the unendowed classes. I think all that it is proper to do is to give every facility to the living individual, to do the best for his class as for himself. Perpetual endowments for the maintenance of such institutions I distinguish from the capital necessary for their establishment, to which every encouragement might be given. Maintenance may be attached to valuable services as their wages or reward; but I suppose, as far as concerns charity, power is [illegible]ge to do its own duties, and it is better that it should it[illegible]ere is, however, scope enough for the employment [illegible]dowments to bring up the long arrears of neglect [illegible]ned.

Wednesday, 14th February 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

RALPH R. W. LINGEN, Esq., called in and examined.

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13,048. (*Lord Taunton.*) I believe you have filled the office of secretary to the Committee of Council on Education since the year 1849?—Yes, and I have been employed in that Department since 1846.

13,049. Your attention in that capacity must of course have been mainly directed to the education of the poorer classes of society?—Yes.

13,050. You are probably aware that the object of this Commission is to inquire into the education of the entire middle class of society, which may be comprised between the labouring class and the very highest class who are educated in a few of the great schools?—Yes.

13,051. I dare say your attention has been turned to the condition of the education of the middle classes in this country?—Yes.

13,052. Do you believe that there is any large portion of that class who at present have not readily the means of obtaining a good education for their children?—Yes, I think a large portion of them.

13,053. Is there any particular portion of the middle class to which that observation would specially apply?—I should apply it to all that portion of the middle class which is unable to afford the education which is given in the public schools. Of course there are many exceptions, but speaking broadly, I should apply it to all below the great public schools.

13,054. Is it not the case that from what may be called the upper division of the middle class, I mean the persons who can afford to give, say, 100*l.* a year for the education of their children, there have of late arisen a great number of very excellent schools, that do to a great extent supply whatever deficiency there may have been with regard to the means of education for that class?—I am less conversant with the state of matters which may exist at this time in reference to the new schools; but, looking back to the time when I was a boy, I should quite stand by the statement I have made, and I can hardly fancy that there has been so much improvement as not to leave the statement still very generally applicable.

13,055. Are you of opinion that there has been of late years a very great improvement in the class of persons who embrace the profession of a schoolmaster as applicable to teaching in good grammar schools?—It is not within my knowledge that it is so.

13,056. At all events, you believe that in the lower stratum of the middle class there does exist a very great want of improvement?—Yes.

13,057. Would you favour the Commission with any suggestions that may occur to you as to means that are in the power of the Legislature, by direct or indirect means, to promote the improvement of the education of the middle classes?—Of course, the better application of endowments is one obvious point to mention; but, apart from endowments, I think that the middle classes themselves, especially in towns, have the means of improvement, to a large extent, within their own power. In the education

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of boys everything turns on securing the services of really able and competent masters, and to secure those services is entirely a question of what you can afford to pay them. My idea is that the middle classes, as a rule, cannot afford to pay a sufficiently good class of teachers in boarding schools, but I think that they have it in their power, by keeping their children at home, and so relieving themselves from the expense of boarding them away from home, to offer very competent salaries to the masters of good day schools. I think that in any town where as many as 60 or 70 boys can be got together, the middle class as a rule could certainly afford to pay for them 10*l.* a year apiece; and if they confined their education to such as was of a commercial character, 600*l.* or 700*l.* a year, and the use of buildings rent free, would secure for them, from amongst the best of the certificated schoolmasters, or persons of that class, very competent instructors. So far as they wanted any extra instruction in French, or in modern languages, or any of those subjects that might require extra teachers, their combination in one school would enable them to do what is very largely done now by private families in the country parts of England; that is, that a certain number of children who want a drawing master, or a French master, meet at some one spot where the master attends. That sort of machinery would be equally applicable to these day schools, and in that manner I think, even apart from endowments, the middle classes have in their own hands the means of very much improving the education which they receive. In proportion as you have got an endowment to serve as the nucleus of this kind of school, of course you might obtain a better master, or you might add fresh subjects of instruction, or you might relieve the payment; but it is in that direction, it appears to me, that middle-class education could be best improved, instead of relying, as they do now where there are not endowed schools, almost entirely upon the mere private adventurer, and leaving the organization of the school, and everything connected with it, to the master, according to his own intelligence, and his sense of his own interest, instead of organizing some plan among themselves, in doing which they might obtain, and no doubt would obtain, the assistance of the resident clergy and gentry, and a great deal of direction which they now lack. That sort of plan I think would be equally applicable both to boys and to girls; and I think it is at least as important that it should be extended to girls as to boys. I should myself like to see in every town where the numbers were sufficient, a day school of that sort for both sexes.

13,058. You object to its being left to the chance of a good private schoolmaster undertaking it?—Yes; I think that is too great a risk.

13,059. Upon what principle exactly would you have this school founded? Do you think the proprietary school principle would answer the object?—It would be more or less in the character of a proprietary school; but those schools, at least such of them as I have known, have been, to a large extent, boarding schools. A proprietary school of the day kind is what I contemplate.

13,060. You would wish that the Government should not in any way undertake to originate such schools, or in any way to control them after they were originated?—I think not.

13,061. How would you anticipate that a school such as you would desire to see would arise in any town? In what manner would it be established?—It would be established by the people themselves.

13,062. Do you mean upon the proprietary principle?—I imagine that the way in which it would arise might be something of this sort: that if the people of the town felt the need of it, they would call a public meeting; so many would put down their names, and engage to send so many children, and to pay so many sums of 10*l.*, or whatever was the

rate decided upon. Upon that, they would appoint trustees, or a committee. They would, if they had not already done so, take steps to procure buildings. Then a master would be engaged, and the thing would be done.

13,063. You would not propose to introduce any Government machinery at all in the matter?—So far as a school of that kind goes, I do not see that Government machinery would be necessary. In almost every town you have a certain amount of endowment, and no doubt the people who were originating these schools would be ready to take into account any endowments that might be within their reach; if then there were any cheap and simple machinery for adapting the endowments to the kind of school they wanted, no doubt so far the Government might help forward the work that I have sketched out.

13,064. But in the case in which there is no endowment, would there be any considerable difference in your plan from that which probably now takes place in many instances, of a schoolmaster hearing that there was a demand for education on the part of a sufficient number of persons in any town to have rendered it worth while to go there and set up the profession of a schoolmaster, and to rely on his character and abilities for prospering in that profession; is there any material difference in that from the suggestion that you have made?—I think the master's position is much more of a public one, on the plan that I have suggested; and that the master of such a school is far more under the control of public opinion, both as to what he does in the school, and as to what he teaches, and as to how he teaches it.

13,065. Do you think that there would be no danger of his not having sufficient independence, and being so completely under the control of public opinion as to be liable to caprice or ignorance on the part of those who send their boys to school, and that his situation would be so precarious that men of independent minds and suitable qualifications would hardly be found, who would be willing to expose themselves to the effects of public opinion of the description to which you have adverted?—I do not think he would be so dependent as the simple private adventurer.

13,066. Still, I presume under your plan there would be a committee who would have and would exercise a control over the actions of the schoolmaster?—Very much as the trustees or managers of an endowed school now do.

13,067. In the case in which there is an endowment, do you think it would be desirable that, in some way or other, the benefits of that endowment in certain cases should be enlarged by blending the proprietary principle with that endowment, and thus enabling the benefits of these schools to be greatly extended, and a cheaper education in the town afforded to the scholars?—Yes; I should like to make available for schools of the character I have mentioned, all those endowments that were intended for the benefit of the middle classes.

13,068. In the case of a large and valuable class among the middle classes, farmers scattered over the country in purely agricultural districts, it would be difficult for them to send their sons to day schools, would it not?—Yes, I think it would. I should state that my experience of the purely rural districts is less than it has been of towns.

13,069. Have you ever considered any way in which the national schools might be made available for the sons of farmers upon payment of a higher fee than is now usually received in these national schools, by which they might be enabled to receive a somewhat higher education?—The national schools can be made perfectly available if the farmers are willing to send their children to them; but it is seldom that the farmer will send his son, at least, that is my experience, to the same school as

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that to which the children of the labourers go. It is partly a feeling of social pride; but there is also a better reason for it, namely, that farmers' sons will have to maintain command afterwards over those persons, and there is a sort of quarter-deck feeling, that the one is the officer, and the other the common seaman; so that the farmers, as a rule, are averse. Still, in some cases, where from the influence of the clergyman, or from other circumstances, they have been willing to try, it has answered perfectly well. When the Dean of Hereford was vicar of King's Sombourne, he had a school which was frequented by the farmers' as well as the labourers' sons. Up to 10 years of age every boy wants pretty much the same kind of education, irrespectively of social rank. After that age the farmer has the advantage of being able to keep his son at school, and every master who is really fit to have a national school at all, is competent to give a good commercial education to a boy up to 16, which is about as long as the ordinary farmer can keep his son at school.

13,070. Do you think there is any danger, if that system was pretty generally adopted, of the master being under the temptation of devoting his time and attention too much to the boys of a higher class, who would remain longer with him, to the prejudice of the instruction of the sons of labourers?—Yes; there is a very great danger of that, and it can only be safely tried in schools where you have a very conscientious and active clergyman, or other manager, to look after them; and I should also say where you have public inspection.

13,071. Then in your opinion it would scarcely be safe to adopt such a scheme generally?—I think in inspected schools it would be safe.

13,072. (*Mr. Acland.*) Do you think that this reluctance of farmers to send their sons to good national schools is to a certain extent due to their own want of education, and that in proportion as the family standard of education rises, a good deal of that objection would melt away, as I believe it does not exist in Scotland to the same extent?—No; in Scotland it is different. All classes there are educated together. I myself rather doubt whether in England the causes which make the farmers reluctant would be got over by a superior education in their families. I think they rest to a certain extent on reasons not exactly connected with ignorance. I think they rest a good deal on the organization of society in the rural districts.

13,073. (*Lord Lyttelton.*) Is this the difference between the present system, in which schools are set up on the ordinary demand and supply principle, by what are sometimes called adventurers, and what you propose: you would have schools established to be responsible to the whole community of a town, and under the management of some body appointed by them?—It would not necessarily take the form of a committee of the Town Council, or other body actually recognized by law; but I do contemplate a certain amount of co-operation and delegation of authority on the part of those who send their children to these schools.

13,074. With a view to the improvement of the schools they would be taken out of the hands of private enterprise, and placed under the control of the community?—Yes. I would illustrate it in this way: in the case of a school kept by a strictly private adventurer, the parent of A. calls upon him; he is only entitled to ask him about the boy A. The master, if he chooses, may refuse to answer any other questions; and there would be an end to the business by his saying, "You may take "the boy A. away." But I contemplate that there should be some body in these schools who would discharge the same functions as trustees do in endowed schools and as what are called managers do in the national schools; that is to say, persons who should have something to say to the whole school, and not only to the individual scholars.

13,075. This system has not been attempted in any of the towns of this country?—The proprietary schools are more or less of that character.

13,076. What are called the new county schools are essentially on that principle, are they not?—Yes.

13,077. Are you much acquainted with any private schools for the middle class held by gentlemen whose property they are?—Absolutely private adventure schools?

13,078. Yes.—No, I do not know any school of that sort. I myself was at a country grammar school.

13,079. Can you go more into detail as to the constitution of such a school in a town of moderate size, bearing in mind the religious question particularly?—I do not myself apprehend that the religious question would be a serious embarrassment in such cases. I believe that there is scarcely any town in the kingdom in which you would not have one or other of these cases; either the different bodies, the different Protestant bodies at any rate, would be numerous enough to have their own separate schools of this class; or, if they were not, you would find universal acquiescence in a church school with what is called "a conscience clause."

13,080. (*Mr. Acland.*) You do not contemplate, as an important part of your plan, the whole town acting as a body, so as to have anything like a foreign *lycée*. You contemplate a separate action of religious bodies?—In the first instance, my idea is an extension of the system of proprietary schools. I think it is quite conceivable, as time went on, that the plan would take a more formal organization. The first step that I should myself like to see taken by the middle classes would be, a great extension of the proprietary school system on the basis of day schools.

13,081. (*Lord Lyttelton.*) With regard to the cost, when you stated that you did not consider generally speaking that the middle classes of this country could afford the cost of a boarding school, at what average sum do you put the cost of a boarding school for the middle class?—I can state now only two points which are within my own actual knowledge. I was myself at a country grammar school where there were about 100 boys. I am speaking now of upwards of 30 years ago. One thing with another, my bills averaged about 80*l.* a year, including board. I consider that higher than the bulk of the middle classes can afford. Well then, a second instance is the schoolmasters who are in training in the normal schools under Government. The average there ranges rather above 50*l.* per annum than under it. That again I consider more than the middle classes, properly so called, can afford. The chairman mentioned to me, when I was coming into the room, that at the school at West Buckland, they are able to give a very good education and board for 23*l.* a year. That is very much less than I have any experience of. I should think it desirable to have an instance of that kind set out in the utmost detail, as to lodging, instruction, salaries, &c. It must be an example of the greatest value.

13,082. If you could have boarding schools for the middle classes at an average expense of between 40*l.* and 50*l.*, do you conceive that for the advantages which are common to the middle and upper classes, especially in a scattered population,—with respect to farmers for instance, for the advantages which they would derive from boarding schools for their children, many of them would be willing to make a sacrifice to obtain education at that rate for their children?—I myself think that the advantages of boarding schools are by no means the same when you descend below the highest classes.

13,083. Will you go into detail on that?—I think so, because the boys of that sort bring with them from home better traditions of manners and of honour, so that the public opinion of one of the public

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schools of this country almost always ranges pretty high. Then again, their numbers are large. One bad boy is neutralized by a large majority of better; but, in these smaller boarding-schools, in the first place, the head master never can be a man of the same mark. At the head of a public school, when you offer 4,000*l.* or 5,000*l.* a year, you get a man who, if he had gone to law, might have looked to become a judge, and who very likely, as it is, will be a bishop. You will not, as a rule, have at the head of these smaller boarding schools the same kind of man that you have at the head of a public school. Then, the boys come from their homes with a much lower standard, both of manners and honour. Of course, there are many exceptions; but, as a rule, they come with a lower standard: Their number is smaller; they are brought into much closer contact; and in that way, it by no means follows, I think, that the boarding school system for the middle classes is capable of being defended by all the same arguments as the boarding school system for the upper classes. I believe that all that large and valuable portion of the middle class which is not rich, nor in the way to grow rich, but is by birth, or by profession, gentle, has, through a combination of home and day-school education, a much greater security for their sons growing up gentlemen like themselves, than if they were turned into such boarding schools as are all they can afford. This system is now largely in operation among the professional classes in London. By any of the early trains you may meet the sons of those of them who live in the suburbs coming up to the schools attached to King's or University College; or, perhaps, to one of the old public schools in London, such as Westminster, St. Paul's, or Charterhouse. The same thing is to be seen in many London households. Breakfast is early, that the boys may be off to school. I may mention incidentally, as bearing on this part of my argument, that the proposal to remove the public schools out of town is one which seems to me to be greatly against the interest of the classes who use them to such purpose.

13,084. May not what you have said be taken in two ways,—might not we hope that in carefully established boarding schools the inferiority of their home education and the influences which bear upon them at home to a great extent would be rectified and elevated?—One may hope so; but I confess that I think the chances are quite as great, that the evil will be increased by the re-action of numbers, who all come with more or less the same faults to cure.

13,085. (*Mr. Acland.*) How do you propose to get over the difficulty for the agricultural parents?—As I said, I am less conversant with the details of the country than of towns. There was a grammar school, which I knew, to which the farmers' sons used to ride on donkeys or ponies; and there was a stable annexed to the school, where these steeds were put up in midday. The boys generally brought their lunch with them, and went home in the evening.

13,086. Speaking generally, have you a decided opinion on the expediency of connecting technical knowledge with schools?—My own opinion with regard to schools generally is in favour of keeping them to their proper business, that of general knowledge. I think technical knowledge is a separate thing.

13,087. You would not propose to get over the difficulty in that way as regards farmers by attaching any farm department to the school?—No, I should not; but I do not think my opinion is worth very much about it.

13,088. Do you not think that something might be made in process of time of the various diocesan and other training schools, in the way of expanding them as boarding schools for the middle classes?—I think it is

quite conceivable that the number of normal schools for masters may have been overdone, at least for a time, and that some of them might be usefully made to serve as middle schools: but, as far as the experiment has been tried by the Committee of Council, it is not favourable to uniting the normal and the farmer class together.

13,089. You are probably aware of the views entertained by some persons as to the disadvantage which has resulted incidentally from the high pressure put on to create on a sudden a number of trained schoolmasters. Do you agree with that feeling, and think that in process of time we shall be able to supply masters from the middle ranks as a profession like any other calling?—In schools for the poor, do you mean?

13,090. Yes, or masters generally. Do you think we may look forward to the ordinary inducements which lead young men to devote themselves to a profession for a supply of schoolmasters for the middle classes, or do you think that measures are necessary to stimulate a special training to induce persons to commit themselves to the life of a schoolmaster?—I think the inducement will entirely turn on what you can offer them in their situations. I think that any stimulus at the beginning of a career, to enable a man to be trained for it, when he does not find what he wants at the end, will always be a failure. You must pitch the payment in your schools according to the ordinary demand of that class from which your masters are to come. I do not think that there is any other stimulus which will really create a supply.

13,091. Admitting that the efforts of the State and of various religious bodies have been quite justified by the necessity, are you of opinion that it is desirable rather to look forward to a state of things in which the profession of a schoolmaster shall naturally grow out of improved middle class education?—Yes.

13,092. Do you think it would be desirable for this Commission to recommend any, and, if so, what measures, to promote the education of schoolmasters with a view to the supply of teachers below the rank of University men for the lower grammar schools, and for what are commonly called commercial schools?—No; I think it would not be advisable.

13,093. To what measures do you look for the supply of those masters?—I think many of the best masters among the certificated class would find their way into those schools; and I also think that the more or less public position which a schoolmaster would hold in the proprietary or town school that I have spoken of, would secure a very competent number of young men from the Universities, who would hold those positions perhaps as the first they would take, but would bring the full vigour and energy of youth to them, even if they did not hold them very long; and so I think there would be no lack of competent masters.

13,094. Do you apprehend any evil from the certificated masters for the poor who are trained at the public expense passing from poor schools into middle schools?—No, I do not.

13,095. You do not think it will discourage the national disposition to encourage the improvement of the education of the poor?—I do not think so.

13,096. Do you think they are a class of men who are specially qualified to train the lower portion of the middle class?—I think that, after the experience of a certain number of years in a good national school, they would become well qualified for middle schools.

13,097. (*Lord Lyttelton.*) Do you think there would be no political objection felt in Parliament or elsewhere to certificated masters passing into that class?—I do not think any very great number of them would pass into it.

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13,098. As far as it goes you would not expect any difficulty of that kind?—No, I should not.

13,099. (*Mrs. Acland.*) You are perhaps aware that when diocesan boards were formed, about 25 years ago, the prospect of rising up to a middle school was held out as an inducement to young men to qualify themselves for the position of masters of schools for the poor. Do you think we may now hope in another form altogether, and not in connexion with peculiar views, to see something of that kind take place?—I think it very probable that a certain number of the masters may find employment of that kind.

13,100. Do you think also if good measures are adopted, and the tone of public opinion rises with those measures, that we may also hope to see a fair supply of good teachers from the Universities finding a decent income in the education of the middle ranks?—I think so. I think there is a great deal in the mastership of a day school to commend itself to a University man, which a boarding school has not. There is no doubt that to keep a boarding school is, to a certain extent, to keep a lodging house. You are never at the end of your work during the whole 24 hours, and the master of a boarding school has really no privacy or time of his own whatever. Now, the master of a day school is much more like a tutor or a professor at the Universities, and if, in a provincial town, you can offer a man a day school with 600*l.* or 700*l.* a year assured to him, I believe you will compete by no means unsuccessfully with masterships where perhaps twice the sum is offered, but where it is made by keeping a boarding school. I am sure when I was a young man just leaving the University I would infinitely rather have taken a day school than a boarding school.

13,101. You think that the greater profit which attaches to boarding schools or lodging houses would be foregone for the sake of the greater dignity and leisure of the other position?—For the greater comfort of it, at any rate.

13,102. With regard to the qualification of young University men, who are good scholars and possibly good mathematicians, and even have some knowledge of science, is there not frequently very great deficiency in the art of teaching?—It must, of course, depend on how you select. The present Head-master of Harrow was only 26 when he took charge of that school.

13,103. You have seen a good deal of persons such as I describe; I suppose it is notorious that many men are very good scholars who have had no training whatever in the art of teaching?—I think if a man cannot teach at 26, or is not in a fair way of learning to teach, with the experience of a year or two, he will not be at all more likely to be a good teacher when he is ten years older.

13,104. May I infer from that answer that you do not think it desirable that any special measures should be adopted to train people as teachers?—Not for middle class schools.

13,105. Have you at all considered a subject which has been brought before this Commission several times, that it might be desirable to group the endowments of several schools together within a certain district, and to endeavour to arrange for a gradation of schools from the lowest to the highest, placing the whole under the management of a public body, consisting partly of owners of property and partly of men of education?—I have a very strong opinion that it is for the public advantage to enable boys of genius to work their way upwards from school to school.

13,106. My question is, whether you have considered the legislative measures which might be adopted to make better use of existing buildings and endowments, with a view to organize more completely the education

which lies between the higher public schools and the schools of the poor?—I have not considered plans in any great detail, but there are many suggestions that present themselves as one thinks of those matters.

13,107. Will you kindly state some of them?—I think that if you had a town, for instance, with a day school such as I have mentioned, where the payments of the parents were pretty nearly enough to support the school, and if you had also in that town, we will say, an endowment of 300*l.* a year, I think you might very usefully have two or more free places in some public school with which the town was naturally connected, be it Eton, Harrow, Rugby, or Winchester, to which the two best boys might find their way as free scholars by their own merit. I think endowments might be largely used in that way, and with great advantage.

13,108. Do you think it would be possible to raise the level of public opinion in favour of grouping these endowments with a view to make them more generally useful, sufficiently to overcome the intense attachment with which people regard their parish funds?—I think they would continue to be local. My proposition would not be that if the endowment came from the town A., the towns A., B., C., and D. should all compete for these exhibitions. I should confine this competition for the exhibitions provided out of A.'s endowment to A.'s inhabitants.

13,109. You think it politically inexpedient to attempt to carry anything like a merging of the endowments of a county or any other district in one general management?—I have not considered how far it might be desirable to unite endowments. I do not think that the local objection would arise to them if each town had got its own fair chance of getting its share in them, according to merit.

13,110. Have you a decided opinion about gratuitous education, especially the gratuitous teaching of classics, as to its expediency or the reverse?—I do not think that the general offer of gratuitous education is expedient in any form.

13,111. Do you think it would be a good thing to aim at this sort of arrangement which has been suggested, that such a market value as you have yourself indicated should be about the average, say 10*l.*, with a higher figure for the higher class school and a lower figure for the commercial school, and that that being generally understood to be the market value of education, endowments should be used almost entirely as a means of exhibitions; or do you think it important to retain a permanent salary for the master, with a view of giving fixity, certainty, and dignity to his position, and at the same time to cheapen education?—I think there must be a considerable discretion in the mode of applying endowments. I think if you had a small and remote market town, where the number of children wanting this middle-class school was small, that there it might be a very proper thing to use the endowment in making up such a salary for a master as the number of ten-pounds coming in would not alone produce; but that, where you could offer as much as was found by experience to be sufficient to obtain a competent master, there I think the endowment might be perhaps better used in enabling boys of genius to make their way upwards.

13,112. Have you considered the question of pensioning masters out of endowments?—A system of pensions is a very important part of any system of education. It is the only way in which you can get rid of superannuated masters.

13,113. Have you any suggestions to offer on the subject of inspection with especial reference to endowed schools, both as to the mode of conducting it and the source from which it should proceed, whether the State, the Universities, or any other body?—I myself should certainly prefer, in the first instance, to try inspection by the Universities.

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13,114. (*Lord Taunton.*) With regard to certificates, are you of opinion that it would be desirable to insist upon anybody who exercised the profession of a schoolmaster having a certificate given him of his competence by some sufficent authority, or would you leave it as it now is, an open profession?—I should certainly wish to see a degree, or a certificate of some kind, required from every person exercising the functions of a schoolmaster.

13,115. Do you mean that you would render it obligatory so far as to make it penal for anybody to exercise the profession of a schoolmaster who had not such a qualification?—Yes.

13,116. (*Lord Lyttelton.*) Extending to private schools as well as to endowed schools?—I should be inclined to extend it.

13,117. With regard to the local feeling, do you conceive that such a system as you have suggested, by which the cleverer boys of a district might receive great advantages, which they have not now, would in the general estimation be held sufficient to counterbalance the taking away of the whole of an endowment from the district which now possesses it?—I will take the instance of the school that I was at, at Bridgnorth. There was a house rent free, and some very small endowment. I have no accurate knowledge of the exact amount. In Dr. Rowley's time, there was a very good boarding school there, in which an excellent classical education could be got. Your secretary was at the school, as well as myself, and others whom I could name, but a school less adapted for the sons of the ordinary burgesses of that town I can scarcely conceive. Their chance of education was nearly confined to such Latin and Greek as they could pick up before 15 or 16. If those same boys were going into trade, they ought to have gone to school somewhere else after they left that grammar school. Well, I think if in that town they had had a good commercial school, such as would have given the education that nine out of ten of them wanted, and if the endowment had been an exhibition to Shrewsbury for the cleverest among them, the middle classes of the town itself would have been better off.

13,118. Do you think that there would be sometimes a local feeling adverse to such a measure?—I think it would entirely depend on the clearness with which you could make out the advantage that you offered. I should not think that the tradesmen in a country town can generally be very well satisfied with the grammar school. In proportion as it succeeds as a boarding school it succeeds against the town, in a certain sense.

13,119. (*Mr. Baines.*) Should you think that we might rely upon those influences to which you have referred as likely to produce good schoolmasters so as not to render it necessary to introduce the compulsory certificating principle?—I think that it will suffice to produce good schoolmasters, but not to exclude bad ones.

13,120. Could you not look to free competition and to the knowledge which parents must necessarily acquire of the qualities of schools for the actual exclusion of bad ones, that is to say, the abandonment of bad schools?—I do not think the parents have sufficient means of discriminating between good and bad masters.

13,121. We have had evidence to the contrary here from some Brighton schoolmasters, who consider themselves very much indeed under the influence of public opinion. Should you agree with that, or would you dispute that view, that they are much under the influence of the opinion of the parents?—I only know what would be my own case if I had to look out for a schoolmaster who had not been at Oxford or Cambridge. I should look to Oxford or Cambridge, not because those are the only two places from which schoolmasters may come, but because I know, from my own experience, what a degree at

one of those places implies. In the middle-class schools, a large portion of the schoolmasters are not graduates of any university at all. You have then to fish up information about them, how you can—from what you hear from neighbours—in fact, from common rumour, which is not a satisfactory basis on which to take any momentous decision, such as that of putting a boy to school.

13,122. And yet I understood you to express the opinion that the masters of those proprietary day schools which you recommend would be placed under the influence of public opinion, must not that be in the same way?—They would be in a somewhat different position, when they are in the school, from the private schoolmaster, inasmuch as they would have a governing body directly over them; but in selecting them, the governing body would be at the same fault that the individual parent is, in not having any sort of public guarantee. I am by no means prepared to advocate this opinion that a Government certificate should be the only passport to employment in a school; but I would require either a Government certificate, or certain legally recognized equivalents, such as degrees from Universities.

13,123. (*Lord Lyttelton.*) Have you considered how far you would go? The Universities might give such a certificate—you mean the old Universities; do you think any other body might give them?—I should prefer to abide by old and recognized bodies, that had a character to lose, like the Universities. And there is this very great objection to the multiplication of certifying bodies, that you bring the state of things which exists in Scotland, where you have four Universities competing as to which shall make a graduate on the cheapest and lowest terms.

13,124. Would you include the London University?—Yes.

13,125. And you would have this independent action, or would you have it a sort of joint action, supposing it were the three Universities of Oxford, Cambridge, and London?—It would require mature consideration, as to what Universities, and whether jointly or singly, should be recognized. If no degree was produced from one of the recognized Universities, then I think there should remain the State, in the last resort, to grant an equivalent certificate.

13,126. (*Mr. Acland.*) Do not you think that in the private schools of England there are a great number of men who are trained up to the profession, or one might even say the trade of school-keeping, who are even of humble birth, poor, but with a knack of teaching, and who really do turn out men of very great vigour, and with a great power of controlling and managing boys?—I have not had much personal experience among them; but, so far as I have, it would not be favourable to them.

13,127. (*Dr. Storrar.*) I presume I should be right in inferring from your earlier evidence that you attach great importance to securing a school plant under some kind of public direction?—Yes.

13,128. Is it not a difficulty occasionally on the part of poor scholars who are willing to devote themselves to the business of education, that they have not the means of providing a suitable school plant for themselves, and that, therefore, such school plant as would be established by existing endowments or under the proprietary system would secure for them an opportunity of engaging more advantageously in their profession than they would do if thrown entirely on their own resources?—Yes; I think that public or proprietary schools would be better found in material appliances than private ones; and that, in all probability, a large number of the private schoolmasters would find their way into employment, under whatever system you organized. In the first instance they would be the only persons, as it were, on the ground.

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13,129. Then if there were a large number of school plants, these school plants would be necessarily under some kind of direction or trusteeship. That would secure, would it not, some guarantee on behalf of the public that the person chosen as schoolmaster was a proper person?—I should like to see some further guarantee than the mere fact of his election.

13,130. But would it not be a greater guarantee than the mere fact of his opening a house, and putting his name as schoolmaster on the door?—Decidedly.

13,131. Is it not in fact one of the greatest inflictions that we have to contend with in the free competition system, that men who fail in other pursuits in life, who are often defective in mental and moral qualifications, take to teaching in schools?—Yes.

13,132. Schoolmasters, therefore, under the supervision of a committee would be more likely to exercise the functions of their profession to advantage, than those who were left entirely to themselves?—Yes.

13,133. Passing to your allusion to the Bridgnorth school, were the day boys at Bridgnorth admitted without payment for their education?—I cannot speak for certain; but the burgesses' sons were admitted either without payment, or for a very small one, I believe.

13,134. Do you not think it would have been an advantage there, or in any other school similarly constituted, if some payment had been demanded of the boys of a higher kind, more corresponding with the nature of the education given; might it not have raised their social position in the school?—I think that the education itself was not the one that they wanted, and if they had had to pay for it, I do not think that that alone would have materially bettered their case.

13,135. In fact the defect was, I presume, that the school was exclusively a classical school?—That it was exclusively a classical school.

13,136. And therefore did not furnish the kind of education that that class of boys needed?—No. I should mention that among the day boys there, there were a certain number, perhaps three or four, at any one time when the school was full, who were proceeding to the Universities. But the bulk of the boys who come from the town, or who would have come under other circumstances, were boys who were not going to the Universities, and for whom a classical education was certainly not the one wanted.

13,137. (*Mr. Erle.*) You mentioned exhibitions as an application of income from endowment, suitable to the localities to which the endowments were due. You spoke only of exhibitions to larger or higher schools. Do you not think that exhibitions to be enjoyed elsewhere, as for instance, for obtaining instruction with engineers, or other scientific persons, to be enjoyed at large in the world, might be more acceptable in localities?—I think, as alternatives, they would be very good things.

13,138. Perhaps in a small town there might be a small proportion only of the scholars who would desire to go to classical or higher schools, but very many might wish to have facilities provided for them for obtaining instruction in professions at once on leaving their first schools. Have you seen the operation of such exhibitions?—No, I have not. They would, of course, in that case be strictly and merely in the nature of prizes. They would not at all tend to improve education. If the boy, who at 16, is going to a surgeon, has his premium paid for him out of an endowment, that is a prize. He is not thereby any better instructed, than if his uncle or his godfather found the money for him; but if you could send him either to a public school, or supposing that he were going to be an engineer, and there were any kind of school for engineering, if

you could send him to any place were his education was continued, you certainly then would promote education, as well as give him a prize.

13,139. He would be better educated at the school, because if it is a prize for proficiency in the school, of course he must be very successful to the fullest extent to which the instruction in that school is carried?—Such a prize would tend, no doubt, to stimulate a certain number of the scholars to profit by the general instruction of the school.

13,140. Should you approve of any exhibitions being assigned to boys while in the school, as for instance, that some boys should be exempted for merit from payments to which other boys are subject, and that the freedom of the school should therefore become a prize to the boy; would that, do you think, be of any value?—My own notion as to exhibitions would be, as far as possible, to make none but good ones, so as to relieve substantially the parents of the boys who succeeded. I do not think that it is any great premium to a man who has a large family, and who is not very well off, to say, "you can now send your boy to Eton for 50*l.*, whereas if it were not for this exhibition it would have cost so much." The 50*l.* is what he cannot manage. I think if you give at all, you should make the gift a full one, where it is one for the extended education. I am not at all opposed to largely gratuitous education, in the later stages, where it has been won by merit; indeed, I think that is the best chance for the middle classes to raise their children.

13,141. I meant to ask whether exhibitions in the primary school would be of value, as for instance, if a boy, when he gets to the upper half of the school, has shown great merit and proficiency that he should be thenceforth exempted from payments in that school; would that be of any value?—I think it would be of little value to be exempted only from the payment to the day school.

13,142. (*Lord Taunton.*) I believe, particularly in the rural parishes, there are often small sums of money which have been left to the poor as doles or in various ways, and which it has been thought advisable to merge in the funds of the parish school; is not that so?—Very often.

13,143. Do you believe such an application to be, generally speaking, beneficial to parish schools?—Yes, I think so; though I doubt whether it permanently increases the income of them, because I think, sooner or later, either the fees or the subscriptions fall till the total income reaches the common level. I mean that the total income, including the endowment, sooner or later settles to the level that it would have been at without the endowment; but considering all the vicissitudes that a voluntary system is exposed to, a little nucleus of endowment is a very great benefit to a parish school.

13,144. (*Lord Lyttelton.*) It prevents an evil application of the endowment?—Yes.

13,145. (*Lord Taunton.*) Do you believe, or do you not, that it would be just or useful to take these small doles and apply them in aid of any general fund, county fund, or otherwise, which administered the grammar schools within the district or county?—I should not myself feel any scruple in applying those small endowments, of which the object had more or less become improper, or obsolete, for any purposes that benefited the neighbourhood in which they arose.

13,146. In that case, do you think it would be right still to leave these localities where these doles existed in a certain degree interested in them by applying them to enabling the more successful and promising boys of the village school to obtain a higher education in the county or grammar schools?—Yes; I think that would be a very fair application of them.

13,147. You think that would have a tendency to take away any sense of injustice which the parish or village might entertain at that dole being

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merged in a larger fund for more general purposes of education?—I think so; if care were taken thoroughly to explain these matters to the people on the spot.

13,148. I think you stated you thought it very desirable that the education of girls of the middle classes of this country should be conducted in a more systematic manner than at present is the case?—Yes.

13,149. Do you believe that at present the means of education for the girls of the middle classes are still more deficient than for boys?—I believe them to be very bad, and still more deficient than those for boys.

13,150. Do you believe that it would be reasonable and right that the benefits of endowments should be extended much more to the girls than they now are?—Yes, I think so, certainly. They are half of the community. I cannot understand, if these endowments are treated at all as public funds, why the girls have not as good a right to share in them as the boys.

13,151. I think you stated that, in any system of day schools in towns, you thought it very desirable that the girls should have an equal opportunity of acquiring good education as the boys?—Yes; I should like to see two departments, one for boys and one for girls, forming parts of each such day school as I have described.

13,152. Do you believe there would be any greater difficulty with regard to the mixture of classes, with respect to girls than with respect to boys?—To some extent.

13,153. Are there any special suggestions with regard to the education of girls with which you could favour us?—The chief thing is that, at present, their instruction is so exceedingly unsystematic. Take Latin grammar and arithmetic. In girls' schools there is nothing to answer to the sort of drilling in Latin grammar which boys get, and arithmetic is almost always very ill-taught to them. I think if you had a girls' proprietary day school in a town it would almost always happen that you would be able to find clergymen, with University degrees, not unwilling to increase there clerical incomes by devoting a few hours per week to day classes in a girls' school where they might teach grammar, composition, and arithmetic. If they were not always first-rate men, still they would be sure to be much better teachers than anybody those girls would be likely to find in any boarding school that their parents could send them to. In parts of London you have classes of this nature; a lady devotes one or two large rooms in a house to girls of the neighbourhood and masters attend there to instruct them, a dancing master one day and a French master another day, and so on. It is a sort of day school under the superintendence of a person in whom the parents have confidence. I do not see why that principle should not be largely extended in all the provincial towns of the kingdom. There are almost always within reach in those towns persons very competent to teach particular subjects.

13,154. Are there not causes which make parents in the middle classes more anxious to provide good education for their boys than for their girls?—No doubt it has been hitherto the practice, but if one looks to the enormous number of unmarried women in that class who, in one way or another, have to earn their own bread afterwards, and at the great drain of the male population of this country for the army, for India, and for the colonies; at the expensiveness of living here, and consequently the lateness of marriage, it seems to me that the instruction of the girls of a middle class family, for anyone who thinks of it, is important to the very last degree.

13,155. But still for those who do not reflect much on the subject the direct utility of educating a boy so as to enable him at once to earn his

livelihood, is more obvious than in the case of a girl?—It is very much more attended to.

13,156. (*Dr. Storrar.*) Is it not the fact that there really is more spent upon the education of girls than is returned in the shape of a good education for them?—Considering what a very bad education they get, I can hardly fancy that any expenditure produces much return for itself.

13,157. Are you of opinion even that this bad education of girls is limited to the daughters of persons of limited means; may it not also extend to the ranks of the moneyed class?—The penalty of neglected education is not so immediate to girls who belong to wealthy families.

13,158. (*Lord Lyttelton.*) With reference to these improved day schools for populous places that you suggested, it is clear that it could be done at once in any place if public feeling were awake to it; but is there nothing connected with legislation, or which this Commission could recommend, which would facilitate or promote that object?—I think only perhaps to this extent, that in whatever recommendations you might make about endowments, you would no doubt assume some general scheme of schools; and it might be open to mention that, assuming schools of this character to exist, then the endowments might be applied so and so; but I do not see what other direct action there would be occasion for.

13,159. They must be incorporated in such schools?—They might sometimes be incorporated in such schools where the numbers were small; and in other instances they might be made the means of promoting deserving scholars to continued and better education elsewhere.

13,160. Or they might be given in the way of endowment for teaching particular things—as in lectureships?—Yes; I think you would want a certain number of them, where the population was small, in really making up the salary of the schoolmaster, because the self-supporting character of these schools, to a large extent, would depend on their numbers.

13,161. Has it occurred to you that the present Government system of inspection of schools for the lower orders could be extended, under any modification, to the middle class?—I myself should prefer, if it were possible, to get the Universities to undertake the inspection of the grammar schools.

13,162. You are aware that the University of Cambridge has offered an inspection of schools for some years past?—I do not think it is generally known. I recollect it, now you mention it; but I have never heard it mentioned, I think, for some years past. I think it might be a very proper thing to devote a certain amount of endowments that had no very direct or particular application to paying for inspectors.

13,163. Do you think, with regard to grammar schools which are creatures of the law, a compulsory system of inspection by the authority of the State would be justifiable and expedient?—I should like, if it were possible, to introduce it more in the nature of visitation. I think that as far as you can make it efficient, it is not desirable to give too political a character to education, and you cannot avoid that if you connect it with Government.

13,164. (*Lord Taunton.*) I think from that answer that you think it would not be expedient to mix up the action of the Government with any system of education of the middle classes in the same way as it is necessarily connected with all the lower classes for whom a large sum of public money is expended for that purpose?—I am decidedly of that opinion.

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JOHN WICKENS, Esq., called in and examined.

13,165. (*Lord Taunton.*) I believe you are junior counsel to the Crown in Equity?—I am.

13,166. And you act for the Attorney-General in a certain class of charity cases?—That is so.

13,167. In that way you probably have had good opportunities of becoming acquainted with the working of the existing system?—Not very lately, but I had in former years an opportunity of becoming acquainted with the working of the system.

13,168. How so?—In consequence of the alteration of business that has been produced by the increased power of the Charity Commission, I find that my (official) charity business of late years has come to almost nothing.

13,169. (*Mr. Erle.*) Can you shortly explain what classes of cases are referred to you officially as representing the Attorney-General. They are not cases originated by the Attorney-General, are they?—No cases originated by the Attorney-General come to me.

13,170. You represent the Attorney-General in other cases. What cases are those?—In the case of a relator's information (which is now very rare) the Court of Chancery always directs that the Attorney-General shall be served with all proceedings after decree, and that would of course involve the preparation of a scheme, if a scheme had to be prepared. I represent the Attorney-General in such cases. In cases of petitions under Sir Samuel Romilly's Act the Attorney-General sometimes directs himself to be served. In that case I should appear for the Attorney-General, and if there were a scheme directed under such a petition, whether the Attorney-General had directed himself to be served or not, I should appear for the Attorney-General on the settlement of that scheme. I appear for the Attorney-General in almost all cases relating to the administration of an estate which is partly given to charity. There is occasionally an *ex officio* information in order to reclaim such a fund to charity, but these, I believe, are comparatively rare.

13,171. I believe the most material class of cases to our inquiry is that of relator's suits?—Yes.

13,172. In those cases the trustees are selected, and the heads of the scheme are prepared by other parties?—Always.

13,173. You simply are present to observe that they are open to no public objection?—The scheme is laid before me to be settled regularly. It is settled generally by counsel before it comes to me.

13,174. If all parties are agreed, and the matter is within the law, do you then think it necessary to alter the scheme?—Yes; I am speaking of what used to be two or three years ago, for I have (comparatively speaking) no schemes now.

13,175. What is the course of proceeding? Is there any publication of the name of the trustees and the heads of the scheme? I mean, supposing a scheme is proposed by the relator and it comes to you, is there any publication of that matter?—I am not aware that there is any publication of the proposed scheme unless there should happen to have been some memorial to the Attorney-General by some persons locally interested.

13,176. In the same way the selection of trustees does not necessarily become matter of local publicity, does it?—I cannot say of my own knowledge, but I believe the agents of the solicitor of the Treasury require the names of the trustees to be published in the place. I believe that they, acting for the Attorney-General in such matters, require the

names of the trustees to be published, and invite objections. I think so, but I cannot say of my own knowledge. *J. Wickens, Esq.* 14th Feb. 1866.

13,177. I think it depends on the discretion of the Attorney-General ?—I do not happen to know.

13,178. Supposing a scheme is submitted to you for approval, is it part of your duty to consider whether the proposal is within the jurisdiction of the court ?—Yes.

13,179. We have had evidence from a witness who said he thought the jurisdiction of the court was very unlimited ; that it was open to the court to make any changes of the trusts of charities, and that opinion was expressed in very large and unqualified terms. Do you concur in that ? I will give an example. It would be a consequence of that, would it not, that it would be within the jurisdiction of the Court of Chancery to take an educational charity and convert it into a dole charity ?—I should think that was within the jurisdiction of the Court of Chancery ; only on this ground, that the converse has been done.

13,180. Supposing the fund is devoted by the founder of the charity to educational purposes, to the maintenance of a school, should you think it within the jurisdiction of the Court of Chancery to say that no school should be kept, but that it should be distributed in bread ?—I have never known such a case, but I have known, I think, cases in which an express gift for doles has been converted to education.

13,181. A gift for pecuniary doles ?—Yes. If the court can do one thing, I do not see why *qua* jurisdiction it should not do the other.

13,182. Endowments for the general benefit of the poor no doubt would include education ?—No doubt.

13,183. Have you known cases where a distribution in money expressly directed has been superseded by the court ?—I must speak only from a general recollection. I could not cite cases, but I think certainly there have been such cases.

13,184. You do not remember a case ?—No ; I cannot remember a case. There is a case which is very remarkable in many points of view, that of the *Attorney-General* v. *Cullum*, which was a case before Lord Justice Knight-Bruce, then Vice-Chancellor, in 1842. In that case an aggregate fund producing an income of about 2,000*l.* a year was, if I remember right, made up by a number of small charities, the original charity, the nucleus, being a gift for six alms-men, and one of the charities, I think, was to find horn-books. I do not think there was any other educational purpose ; some of them were to find wool to be spun, and the like. There was a list of 20 perhaps. The court devoted all this to education. After keeping the six alms-men, it devoted all the rest, I think, to education.

13,185. Was that on the ground that the manufacture which the donor had in his mind had ceased to exist in the locality ?—No ; it was for wool to spin. It was not a manufacture in the ordinary sense of the word. If I may be allowed to say so respectfully, I do not think the Court of Chancery would do quite so strong a thing now.

13,186. Were any of those cases contested ?—The *Attorney-General* v. *Cullum*, was much contested, but not, I think, on that ground.

13,187. I think there is a great distinction, is there not, in the exercise of jurisdiction in the Court of Chancery in contested and in uncontested cases ?—A very great distinction, I think, but my memory is very bad for such things ; I remember in the case of a Lambeth charity funds which were to be applied as money expressly were converted to education. That was a scheme settled, I think, by the present Vice-Chancellor Kindersley while master.

13,188. Have you observed that the views of different judges as to

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their jurisdiction and as to the expediency of different modes of applying charity funds have been uniform or otherwise?—They have not been perfectly uniform.

13,189. These are in uncontested cases?—Yes, principally in uncontested cases.

13,190. Do you think the law as to the latitude within which new schemes may be established uncertain?—I think it would be very difficult to define it. I think it is uncertain.

13,191. Do you think a declaratory Act of Parliament necessary or convenient?—If it be so well drawn as not to make the difficulty greater than it was before, I think it would be convenient.

13,192. Especially has there been that difference as to the power of the court to require capitation fees from all scholars in endowed schools?—I am not sure that I know of a difference on that point.

13,193. You know the Berkhampstead case?—Yes.

13,194. In that case was the "freedom," as it is called, maintained?—The "freedom" was maintained for 50 boys. Fifty boys were to have a gratuitous education, and the others were to pay head-money.

13,195. And in the Manchester case?—In the Manchester case I think a number of boys, not exceeding 144, were practically to receive a gratuitous education, and the others were to pay a very high head-money. In the Berkhampstead school the head-money was not limited. It was left to the discretion of the trustees.

13,196. Do you know the Sevenoaks case? Was that in your department?—I do not remember it by that name.

13,197. Where you appear for the Attorney-General, do you represent his personal opinions generally, or does the Attorney-General consider himself bound to represent to the court the opinions of persons in the locality who apply to him?—According to the recent practice of the Court of Chancery, no persons, however interested, are allowed to appear, even at their own risk of costs, on the discussion of charity matters before the court. A few years ago that used to be otherwise, but according to the present practice no person whatever is allowed to appear. Supposing that there are opponents of the scheme who memorialise the Attorney-General, the Attorney-General undertakes, if he thinks fit, to bring their objections before the court on their behalf. The consequence is that his counsel is there to represent occasionally two different things; first of all the views of the absent opponents, and secondly, the views of the Attorney-General. I endeavour to represent the views of the absent opponents fairly, but of course how to do so is an insoluble problem, when they do not agree with the views that I should adopt on the part of the Attorney-General. As to what the views of the Attorney-General are which I represent, I imagine that they are nothing more than a tradition of the department. In any case which appeared to me to involve a question of important principle, I should ask for a consultation with the Attorney-General, and take his orders. I remember doing so with the present Lord Westbury before the Bristol case, when I received instructions from him to oppose the introduction of boarders in every possible way and under any circumstances in which it was possible to get on without them. Having received such instructions personally from the Attorney-General, I should consider myself bound by them notwithstanding a change in the office, unless the successor revoked them.

13,198. (*Lord Taunton.*) You referred to the Manchester case. In that case did you act under the general instructions of the Attorney-General or under special instructions?—No special instructions. I

have never, I believe, received special instructions from the present Attorney-General. I have never felt it necessary to ask for special instructions from him in any educational case. Hardly any such cases have come to me recently.

13,199. What was the main point upon which the Manchester case turned?—It was the question of capitation fees. In that case a scheme had been settled in 1849. This was an application to alter the scheme on the ground that the diminution of income prevented it being carried out as intended, and it was proposed to meet that diminution of income by creating a class of paying scholars by whom the master should in fact be supported, and the expenses of the school paid for the benefit of themselves and the non-paying scholar. According to what I take to have been the departmental tradition since I have been in office, I should *primâ facie* oppose that on behalf of the Attorney-General on the ground of the great objection which I believe has always been entertained by my predecessors, and which I have always entertained myself, to having two classes in a school. That was the ground of opposition.

13,200. (*Lord Lyttelton.*) Two classes, socially speaking?—Yes; I also had to represent a very respectable and numerous body of memorialists who felt themselves very greatly aggrieved by the proposal, and in that case I was not placed in the difficulty of having two inconsistent duties to perform. I argued it on behalf of the memorialists, and also on behalf of the Attorney-General, against the scheme, and the Vice-Chancellor decided in favour of the scheme.

13,201. (*Lord Taunton.*) After that decision suppose a similar case came before any Chancery judge, should you feel it your duty to oppose it on the same ground that you did the Manchester scheme before Vice-Chancellor Wood?—There never can be two identical cases. If I may respectfully say so, I think that Vice-Chancellor Wood's decision was in all probability a very prudent and right decision (although contrary to our general principle) with regard to the special locality, which was Manchester. I look upon the scheme which we are about to settle, and which is to carry that decision into effect, as one of the most important experiments with regard to schools that has been made in my time. It is the greatest innovation, I think, that has been made in my time, and I am very glad to see it tried, although following the tradition of not trying new things, and especially where a scheme had been settled so lately as 1849, I felt myself bound to oppose it.

13,202. (*Lord Lyttelton.*) Has the court any objection to reconsider a scheme after only a few years have elapsed; say, 20 or 30 years?—Yes, a very great objection. The court in general considers that a very important point, because no two Chancellors of course would necessarily take the same views, and no two successive Attorney-Generals would take the same views, and if the court did not discourage applications of that sort on the chance of some difference of opinion without difference of circumstances, the charities would be eaten up in costs.

13,203. Can you put it more specifically, that there is a fixed period of time?—No, there is not so much time.

13,204. (*Lord Taunton.*) Even as the case now stands, would there not be some advantage in having a more uniform practice and rule of decision in cases of this sort, introduced and known, if possible?—I think so, certainly.

13,205. Can you suggest any way by which you think that might practically be done?—I believe it could only be done by an Act of Parliament, which, as I said before, would be extremely difficult to settle.

13,206. Can the Court of Chancery of itself effect this object?—I

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think it could not. The Court of Chancery has large legislative powers. It has the power of making orders on various subjects and for various purposes, which have the effect of an Act of Parliament, but I do not think that it has any power to make orders by which the object suggested could be effectuated.

13,207. (*Mr. Erle.*) You say that the Court of Chancery has the strongest objection to entertaining at an early period an application for revising a scheme which has been established; would that apply where there is any change of circumstances?—No, it would not apply where there was a sufficient change of circumstances.

13,208. Would it apply also where the experience of the first scheme showed that it was unsuccessful. If the management of a charity as prescribed by one scheme is found to have failed in entirely attaining its object, would the practice of the court prohibit its being re-examined?—No, not if there was an entire failure of the scheme, or something like an entire failure.

13,209. The court, I suppose, could make general orders regulating its proceedings?—I cannot say without looking into the Acts of Parliament whether their powers, which are very extensive, would apply to such a part of the jurisdiction as the charity jurisdiction. It is possible that the court may have somewhere the power of making orders on the subject.

13,210. (*Lord Lyttelton.*) Under its ordinary powers, without distinct statutory authority?—I means under statutory authority.

13,211. It is clear that they must have statutory authority to make such orders?—Certainly; but I do not know and cannot say with certainty whether the court has or has not at this moment such statutory authority.

13,212. (*Mr. Erle.*) Not confining my question or applying it particularly to charities, the Court of Chancery may make general orders regulating the course of practice in its own proceedings?—Certainly.

13,213. But could it make any general order regulating the substantial decree that should be made in any case, or upon the merits of any case?—No.

13,214. Have you known many contentious cases respecting the appointment of trustees of charities?—Not lately.

13,215. You do not know the expenses that have been incurred in those particular cases?—No, that I should not know of course; there is nothing so expensive as a contest with respect to the appointment of trustees, if it is conducted as an ordinary litigation, because the affidavits may be multiplied to any extent. If you have to appoint a body of 16 trustees, and there be a counter list of 16 proposed, the affidavits of the efficiency of each list and of the objections to each list may run to a great number.

13,216. You do not happen to know the case of appointing trustees of the Coventry charities?—I do not.

13,217. Have you considered the general question as to the mode in which the bodies of trustees should be constituted, whether there could be any persons bearing an official character?—I have frequently had occasion to consider it, and have entirely failed in arriving at any solution. It appears to me that to make provision for the proper management of charities would be the easiest thing in the world if you knew where to get your trustees.

13,218. (*Lord Lyttelton.*) You do not think that any general principle can be laid down?—I do not.

13,219. (*Mr. Erle.*) Do you think any official trustee for any given district could be appointed who should be a member of all boards in the same district?—I have not considered the proposition; it would be better than the existing system, no doubt.

13,220. Have you known any case in which it has been found impracticable to find trustees who would act?—I do not remember such a case, but I have certainly seen cases where it has not been practicable to find satisfactory trustees.

13,221. Have you considered what would be the most convenient jurisdiction for disposing uniformly of questions relating only to the administration of charities, as distinguished from questions of right or questions of contention?—I have considered it without arriving at any satisfactory conclusion.

13,222. Do you think there is any peculiar fitness in the Court of Chancery for exercising that jurisdiction?—No, I do not.

13,223. (*Lord Lyttelton.*) Or peculiar unfitness?—No.

13,224. (*Mr. Erle.*) Of course all questions involving rights of property, even between persons all claiming under the trusts, might be conveniently referred to the Court of Chancery as to the construction of instruments?—Yes.

13,225. But the mere administrative powers, you think, might as well be exercised elsewhere as by the court?—The objection to the court's administration is, first of all, that it is costly, and secondly, that it is not quite uniform. A great many charity cases are not such as to admit of an appeal, and the consequence is that we do not get even that uniformity which arises from our having only two appellate courts instead of four judges who can be appealed from. There may be in particular cases four different opinions. I am not sure that I know of such a case, but there may be four different opinions among the four judges of the Court of Chancery as to a particular point of detail which occurs in many schemes. That want of uniformity which in substance enables the promoters to obtain a particular decision on a given point from the court by going to a particular judge, or which may in certain cases do so, is no doubt objectionable. The charity business is at present conducted almost entirely in the other department, Mr. Fearon acting as solicitor, and Mr. Terrell acting as counsel, and to a great extent in one branch of the court, and I have a strong belief, without any personal knowledge of the subject, that it is remarkably well done.

13,226. Is there any control over the appeal; may a relator appeal on his own judgment, without any control?—I am speaking theoretically, because a relator is an unknown thing at present in charity matters.

13,227. Not entirely, is it?—I have not seen a relator's information for some time, or at all events a relator's information at all connected with an ordinary charity. I should almost doubt whether there was an existing relator's information on a purely charity matter in the Court of Chancery at present, an active pending one.

13,228. (*Lord Lyttelton.*) Will you define what a relator is?—The Attorney-General originally proceeded in almost all matters on the information of somebody who made himself responsible for the statements which the Attorney-General brought forward. That was the relator. It was considered that as the Attorney-General could not be made to pay costs, it was unfair to the subject who was the defendant that the Attorney-General should sue without naming some person who would be responsible for any costs that the defendant might be held entitled to. Hence, before the old Charity Commission, I think *ex officio* informations in charity matters were almost unknown. That is a matter of history, not of my recollection. The relator has his information drawn exactly as he would have a bill drawn by his counsel. It is then laid before the Attorney-General, and the Attorney-General must approve of it before it can be filed, but when the Attorney-General has approved of it, the relator can do anything with it up to the hearing inclusive except compromise it. He carries it on at his own discretion up to the hearing

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inclusive, but he cannot compromise it without the assent of the Attorney-General. The Attorney-General after the hearing is, according to the ordinary practice of the court, served with notice of all proceedings, and therefore in a relator's information after the hearing there are two Attorney-Generals present; a sort of mask with the relator behind it and the Attorney-General himself. The Attorney-General has a right at any moment to withdraw the use of his name from the relator, with or without alleging a reason of course, and if the relator were to appeal against the Attorney-General's wish, the Attorney-General might stop the appeal at any moment. I have once been in a case in which the Attorney-General interfered to stop an appeal presented to the present Lord Chancellor when he first held the seals. His Lordship heard it out, but, if I remember right, dismissed it with costs, and expressed at the end of it an opinion that after he once knew that the Attorney-General disapproved of the use of his name in the appeal, the court ought not to have heard it.

13,229. Might any person who could allege any interest whatever, however remote, in the case, be a relator?—No interest is needed at all. There is some sort of limit upon relators in this way. The defendant to a relator's information, if he thinks that the Attorney-General has been surprised into sanctioning it, may apply to the Attorney-General in person *in camera* to withdraw his name, and if the Attorney-General saw reason to believe that the relator was actuated by any improper motive, or simply wished to make costs, he would withdraw his name.

13,230. Does it often happen that the Attorney-General refuses to sanction a relator's proceeding?—Very often.

13,231. For what reason has the proceeding by relators become extinct?—I think it is considered that in all charity cases which are fit for an information it is more desirable that the Attorney-General should have the entire conduct of the thing.

13,232. (*Mr. Erle.*) By what body is it stopped?—By the Charity Commissioners.

13,233. Can a relator's suit be instituted without a certificate of the Charity Commissioners permitting it?—No.

13,234. Have you considered at all generally, supposing any legislation were to take place, either declaring the present law or expanding the present law, within what limits schemes should be authorized to be made, what alterations of the existing trusts should be authorized; would you give a general authority to deal with charities after a given lapse of time from their foundation?—There would, perhaps, be no insuperable objection to that. Of course one principal objection to the extension of powers of altering charities is that you would dry up the fountain of charity. That would not, or might not apply, if the testator could impress his will upon the fund for such a time as a century.

13,235. Would you give permissive powers to re-apply charitable funds; for instance, would you give an authority to re-apply charitable funds with the consent of persons representing the locality?—Not without limit.

13,236. Have you at all considered what consent should authorize that sort of power being exercised?—No, I have not.

13,237. (*Lord Lyttelton.*) We have been told, especially with regard to schools, that the Chancery doctrine of *cy pres* is a very indefinite and arbitrary doctrine; is that so?—The doctrine of *cy pres* is very arbitrary.

13,238. Do the courts consider themselves, as a general principle, always bound by it as to schools?—The doctrine of *cy pres*, properly so called, applies only in those cases where the original and special destination of a charity fund fails altogether.

13,239. Supposing a detailed school-scheme of many centuries back, which has become partly impracticable but is partly still practicable, do you mean that the doctrine of *cy pres* would not apply in that case?—I should not apply the expression technically of *cy pres* application to what the court would do in such a case. I think that the court in such a case would feel itself entitled to modify the details of the scheme, and even the leading features of the scheme, so as to give effect to the general intention, keeping still within the purposes of education.

13,240. (*Mr. Erle.*) Supposing some of the objects of a trust to be opposed to public policy and not others, what would be done with the part of the fund which is settled for purposes opposed to public policy; would the *cy pres* doctrine be applied there?—That is, the question which was so very much discussed in the case of the Barbary slaves; that is to say, there was nothing there that was illegal, but there was part that failed entirely. The gift, if I remember right, was a gift as to one half to charity schools of a particular class in and about London, a quarter to the redemption of Barbary slaves, and the other quarter to the Ironmongers' Company, for their own benefit, I think. The quarter which was given for the redemption of Barbary slaves failed entirely, and very different opinions were expressed by different judges as to the mode in which the funds constituting it should be applied. Eventually it was applied by analogy to the application of the first half, that is, it was applied to charity schools in England and Wales of the same class as those near London which were mentioned in the will, a destination which was as different as could well be from the redemption of Barbary slaves, but which the court inferred, I suppose, to be one that would be likely enough to have been in the testator's intention if he could have foreseen the failure of his object.

13,241. (*Lord Lyttelton.*) Do you consider that for educational purposes any ancient court of law is not too much bound by its own precedents and conditions in dealing with such cases?—I am not sure that that is a disadvantage. It is bound to a certain extent by precedents and conditions. I should only object to the words "too much."

13,242. (*Lord Taunton.*) These are questions with which common sense and common equity have more to do than points of law?—Yes.

13,243. (*Lord Lyttelton.*) In the case of an extinct scheme in which there is no record of the original intentions except usage, is the court able to make a scheme entirely according to its own sense of what would be best for the interests of the district and for the promotion of education in it?—There may possibly be such a case as you put, but I never have seen one, that is to say, a case in which there was nothing to go by except that the general object was education. I imagine that if such a case should arise, the court would feel itself at liberty to do anything whatever with the fund, so long as it was applied for education. In the great case of *Whicker* v. *Hume*, the residue, which was very large, was given for the advancement and propagation of education and learning all over the world. In that case the trustees had a wide discretion, and I believe that they were allowed to administer the fund without a scheme, but had a scheme been necessary, the Court of Chancery would have felt itself at liberty to make a scheme for the promotion of learning and education, exactly as it thought best.

13,244. Was it a large bequest?—I think it was considerable. The case went to the House of Lords.

13,245. What is the practice of the Court as to the introduction into educational schemes of what is known as the conscience clause?—I have great difficulty in answering that question, because, as I have already mentioned, my experience is four or five years old. The

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duty of the Court to introduce the conscience clause, I apprehend, at present rests entirely on Lord Cranworth's Act, 23 & 24 Vict. cap. 11. I have always considered that subsequent to the passing of that Act, although the Act is perhaps not very clearly expressed, the Court had no alternative but to introduce the conscience clause in all the cases not excepted from the operation of that Act; for the Act directs that in all the cases except the excepted cases, the trustees shall make orders for the purpose of admitting the children of people whatever their religious persuasion may be; and I apprehend that when the Court of Chancery is making permanent orders for the trustees, it is bound by the Act to introduce among those orders what is called the conscience clause. It seems to me that the practice of the Court of Chancery as to conscience clauses since the year 1860, when that Act passed, stands on an entirely different footing from such practice as there was before.

13,246. But any express direction of a founder that only one form of religion is to be taught in a school would exclude it?—It would exclude the operation of the Act.

13,247. That is excluded in the Act itself?—Yes. The excepted cases are remarkable. That which you mentioned is one case. Then, a certain number of grammar schools, which are enumerated in one of the clauses of what is commonly known as Sir Eardley Wilmot's Act, are excepted, as are all national schools; and then those are excepted which are supported entirely by voluntary contributions, or partly by voluntary contributions and partly by school payments. The last exception is a very important one.

13,248. (*Lord Taunton.*) The circumstance of a school having been founded by a bishop of the Church of England, or any presumption of that kind, that religious instruction of a denominational character was intended, would not be considered, as I understand you, sufficient by the Court of Chancery to exclude the conscience clause?—I so understand the Act.

13,249. The same principle would probably apply to a school founded by a Dissenter, I suppose?—Entirely.

13,250. It is a rule of general application?—Yes.

13,251. (*Lord Lyttelton.*) Are there any cases in which the Crown disposes of charitable funds by sign manual?—I have never known of such a case.

13,252. Is this mode obsolete?—Yes.

13,253. (*Mr. Erle.*) Under what circumstances has the Crown possessed the power of defining the charitable purposes to which funds shall be applied?—As far as I understand the law on the subject, where there is a charitable fund dedicated to charity without any direct or indirect mode of ascertaining what particular charity was intended, the application is supposed to be in the Crown by sign manual; but I am not aware that such a case had occurred for many years; that is to say, if a case has occurred, it must have been a case where the funds never came under the Court of Chancery in England. As far as my knowledge extends, no fund in the Court of Chancery has, within the last 12 years, been administered by sign manual. There have been two or three instances in my recollection in which the Court of Chancery has had to deal with a fund as to which there was no destination, but I have never known a case of the application by sign manual. In a case that arose three or four years ago there was a fund which was entirely at large, because the testatrix had directed her estate to be distributed in charity as her two executors should agree upon. A fund had been set apart, I think, to answer an annuity, and had been overlooked. Both the executors were dead, therefore there was no one to say to what charity the fund was to go. A very large sum of money had been distributed in pursuance of the discretion of the two executors, but it was impossible to find any rule from

looking over the mode of distribution; it was a fund eventually of about 5,000*l.*, which was entirely without destination.

13,254. (*Lord Taunton.*) Are there any other suggestions which you wish to offer to the Commission?—It is very desirable that when there is legislation on the subject of educational charities, the form of the conscience clause, as well as the cases in which it is to be introduced, should be settled by the Legislature. There has been some considerable difference of opinion between the different branches of the Court of Chancery as to the best form of the conscience clause.

13,255. Can you at all point out to us the nature of the distinctions in the forms that have been adopted?—In one branch of the court I think it has been customary, at least it was two or three years ago, to make the exemption from religious instruction conditional on the boys' parents or guardians undertaking that he should attend some place of worship, a very material restriction. In another branch of the court that restriction has not been introduced, but the guardian's power to object to the boy receiving in a Church of England school religious instruction according to the doctrines of the Church of England is confined to those cases where the boy is not the son of a member of the Church of England. This of course is a very much less restriction, but one which involves, or may occasionally involve, a difficulty, inasmuch as it may not be an easy question to try whether a man was a member of the Church of England or not.

13,256. Have you any objection to state any personal opinion which you may entertain as to the best form in which the conscience clause should be cast?—I should personally think that the best form of conscience clause would be one entirely general; (that is to say,) to allow any parent or guardian in writing on conscientious grounds to make an objection which would exonerate the boy from attending school on Sundays, or prayers, or receiving religious instruction.

13,257. (*Lord Lyttelton.*) Can you put the last sentence more fully, as to receiving religious instruction? Is not the usual form to add such words as these—"or receiving religious instruction according to the "form of the Church of England"?—Not as I understand the conscience clause. I may be allowed to say that I have here got a form which I believe was settled by Vice-Chancellor Wood himself, which is in these words: "But no child shall be required to receive any religious instruction "to which his father shall in writing object, and no child whose deceased "father may not have been in communion with the Church of England "shall be required to receive any religious instruction to which his "guardian or any person having the care and custody of such child shall "in writing object." Of course that was for a Church of England school.

13,258. (*Lord Taunton.*) Would you object to that form?—I think it would be better without the restriction. I conceive that there may be a difficulty in trying the question whether the deceased father of a child was or was not a member of the Church of England. There might be a great many people as to whom it would be very doubtful.

13,259. Do you think it would be either inconvenient or improper for the State to insist that a child attending the school should receive some religious instruction, even if his parent or guardian objected to the religious instruction given in that school?—My personal opinion would be that it would be much better not to make any requisition on the subject.

13,260. Will you have the kindness to state the grounds on which you form that opinion?—I assume that the object of all conscience clauses is that boys may not be deterred from coming to the school by the fear of their friends or guardians that their faith will be tampered with; and that if, for instance, the effect of this clause settled by Vice-Chancellor Wood is to prevent the dissenting guardian of the son of a deceased Church

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of England man from sending the boy to school, so far it is bad. And I conceive that a parent might conscientiously think that he would rather that religious instruction were deferred until a later period of life. That was not an uncommon opinion in the last century, though almost obsolete now, but it may exist. I would not prevent such a parent from obtaining the advantage of the school for his son. Moreover, I think there is a considerable difficulty in dispensing with a boy's learning what the founder supposed to be truth, and requiring as a substitute that he should be taught what the founder supposed to be error. One sees it strongly in a very extreme case like that of a Mormonite child. It may be justifiable for the Legislature to say that a school founded (say) by a Wesleyan shall not be made an instrument for teaching such a child the doctrines of Wesley or any form of Christianity; but it is going very much further to say that it shall be indirectly made an instrument for securing that he is taught Mormonism.

13,261. Do you think it would be unreasonable to require some security that the boy attended some place of religious worship, though that religious worship might not be in communion with the Church of England, or with whatever was the denominational character of the particular school?—I do not see what purpose it can answer to require a boy to attend regularly at a Mormonite place of worship; and I think it undesirable for the Legislature or the Court of Chancery to offer a premium for his doing so. I might add with regard to the requisition of attending a place of worship, that all sects in England do not, I believe, recognize places of worship. I am not quite sure that there are not some very respectable sects who do not recognize places of worship. And putting these out of the question, there may be many cases in which there is no practicable access to a place of worship of the persuasion of the father. Supposing, for instance, there be a member of the Greek Church living in a small country place, and no Greek place of worship within reach, I would not exclude the son of that father from the benefit of a middle-class school, and I think a regulation that does so objectionable.

Adjourned.

Tuesday, 20th February 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, Bart, M.P.
DEAN OF CHICHESTER.
REV. FRED. TEMPLE, D.D.
THOMAS DYKE ACLAND, Esq., M.P.
EDWARD BAINES, Esq., M.P.
PETER ERLE, Esq., Q.C.
JOHN STORRAR, Esq., M.D.

LORD TAUNTON IN THE CHAIR.

JOHN PETER FEARON, Esq., called in and examined.

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13,262. (*Lord Taunton.*) I believe you are the solicitor to the Attorney-General?—I am, in Crown charity suits.

13,263. How long have you held that situation?—Since December 1847.

13,264. For the successive Attorney-Generals?—Yes.

13,265. Is it a permanent appointment, that as a matter of course is

handed down from one Attorney-General to another, or does each Attorney-General make a separate appointment?—I have never heard of a change. There have been but two.

13,266. I believe in that capacity you have had a very large experience of the working of the present system of jurisdiction over charity trusts for purposes of education in the Court of Chancery and by the Charity Commissioners?—I have had considerable experience.

13,267. Is it your general impression that that system is efficient for the purposes for which it is designed?—I think it is as efficient as the present state of the law will permit it to be. I think that some facilities given to the Court and to another body might greatly assist it.

13,268. Do you mean that the Charity Commissioners do their work well and zealously, but that there are faults in the system which might with advantage be altered?—I think there would be a great advantage in having more uniformity.

13,269. I believe there are several Courts of Equity that have concurrent jurisdiction in these matters?—All the Courts of Equity.

13,270. Is it found that that produces a want of uniformity in the decisions of those Courts?—In matters of management I should say certainly, yes. Those are by far the most numerous cases which come before the Court. I allude to internal management.

13,271. Will you have the kindness to suggest any remedies which in your opinion might be applied to this state of things?—That is a very large question, as your Lordship is aware. Your Lordship probably alludes to some new or additional tribunal.

13,272. We should be much obliged to you if you would give any opinion which you have formed upon those points?—My opinion is, that for purposes of management it would be a great advantage to have the principal part of such subjects entrusted to one tribunal, which should be the tribunal most conversant with the subject. I think that that tribunal would require to be armed with powers to overrule some of the decisions which in my humble judgment stand in the way of improvements which are wanted, but beyond that I should state that there are in charity trusts, as in private trusts, minute and subtle questions of law arising, and I think that any attempt to put the decision of those questions into the hands of any tribunal except one which was fortified by a bar to attend it, would not meet with public approval; but the internal administration of the Charity might be very well done, and better done, I think, by a tribunal of a different description giving almost exclusive attention to those subjects.

13,273. Does the existing Charity Commission meet your views as a tribunal for disposing of these subjects in cases which are not contentious?—I think so, with enlarged powers.

13,274. In what way and to what degree would you recommend that those powers should be enlarged?—I think that before the powers could be enlarged effectually there must be some legislation on the subject, something which would enable that tribunal enlarged (and probably in important cases sitting in public) to overrule, if I may so speak, some of the early decisions which are found to trammel the operation of all schemes more or less.

13,275. Would you propose that the legislature should undertake to lay down the general principles by which the decision of this Court should be guided, or would you leave that to the Court, taking the decisions which have already been given, but giving them an independent power to remodel those decisions?—What I mean to convey to the Commission is, that there should be power to abrogate some of the decisions which limit the power in the Court itself of altering the objects of charities, a power which is now left only, as your Lordship is

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no doubt aware, to Parliament itself. I believe that such power might be safely entrusted to the Charity Commission, or to any body constituted as that is, sitting in public, and in important cases attended by a bar. My belief is, that in cases of that description, where the purpose is entirely to alter the original objects of the charity, it might be done quite as well, if not better, by that tribunal than it could be done by Parliament itself.

13,276. Would you encourage, then, this tribunal to undertake cases that were of a contentious nature?—I think it would be desirable in important cases of a contentious nature to have them still decided by the tribunals which have the confidence of the country.

13,277. Do you mean by some other tribunal than the Charity Commission, or would you leave them to the Charity Commission?—I should like to see a concurrent jurisdiction in the Court of Chancery and the Charity Commissioners in cases of alteration of the objects of the Charity beyond such as can now be effected according to the doctrine of *cy pres*.

13,278. Would not that leave things pretty much as they are?—I think not; assuming that in such cases the hands of the Court were loosed from these decisions as well as the hands of the Commissioners.

13,279. Perhaps you will have the kindness to give us some instances of these cases which you seem to have in your mind, which in your opinion stand in the way of the right administration of the affairs of charitable trusts for education?—The trusts for education are those to which I particularly allude, and they have reference to the peculiar provisions of the Grammar School Act, Sir Eardley Wilmot's Act, as it is usually called. As the Commission is aware, almost all endowed schools are, by the definition given in that Act, within its meaning, except the very humblest of poor schools. The third section declares that nothing in the Act shall enable the Court (of course it does not mention the Commissioners, for it was before their time), except in cases where the income is insufficient, to alter the qualification of the master or under master, or to dispense with Latin and Greek, or treat such subjects otherwise than as the principal object of the foundation. A large number of the smaller grammar schools have failed more or less because it has been necessary that the master should be a graduate, in some cases that he must be a clergyman, and in a great many more that he must be a graduate. The graduate is of course a man of high education, who would be generally unsuited for the office if the school were connected with an English or middle-class school. The school which would undoubtedly succeed well as a middle-class school, with in some cases Latin retained, will in many districts fail if it must be kept up as a high classical school. If I might be allowed to refer to the Grammar Schools Act, you will see that the power of change in the Court of Chancery in relation to grammar schools is made to depend solely on the insufficiency of the revenue. Now I think (and I could produce instances if it were necessary, for it is a matter of notoriety,) that there are many cases in which the income, without being absolutely insufficient, is of so moderate a character, and the buildings so imperfect, and the circumstances of the district are such that nothing like a good grammar school can be maintained; whereas, if there were power in any tribunal, under every possible protection which may be thought necessary, to convert a school of that kind into a school the master of which need not necessarily be a graduate, and in which Greek and Latin might be omitted, you would open a very considerable field for the education of the class the next below the upper classes, and this, even if it were limited to cases in which it has been tried as a classical school and has failed.

13,280. In short, you would then propose to give a very wide dis-

cretionary power to these Courts of dealing with the subject of any grammar school that came before them?—I would; whether the power be given to the Commissioners also, or whether it be merely an enlarged power to the Court of Chancery itself. *J. P. Fearon, Esq.* 20th Feb. 1866.

13,281. Would it be necessary to resort to Parliament in order to give these Courts the power which you think is required?—I think it would. Perhaps the Commission will allow me to read some parts of the Act:—

The preamble states "that 'grammar' has been construed by Courts of Equity to have reference only to the dead languages, viz., Greek and Latin. That such education at the period when the great part of such schools were founded was supposed to be sufficient, not only to qualify boys for the Universities with a view to the learned professions, but for preparing them for the superior trades and mercantile business. That such education, without instruction in other branches of literature and science, is from change of times now of less value to those who are entitled to avail themselves of the foundations, and many of such schools have ceased to afford substantial fulfilment of the intentions of the founders. That the system of education in them ought to be extended and rendered more generally beneficial." And after referring to some points in relation to which enlarged powers were required, and stating that no remedy could be applied without the aid of Parliament, the Act by the first section declares "that whenever any question may come before a Court of Equity concerning the system of education to be established in any grammar school, or the right of admission to it, it shall be lawful for the Court to make such decrees or orders as to it shall seem expedient, as well for extending the system of education to other useful branches of literature and science in addition to or (*subject to the provisions in the Act after contained*) in lieu of the Greek and Latin languages, or such other instruction as may be required by the terms of the foundation or the then existing statutes, and for extending or restricting the number or qualifications of boys admissible as free scholars or otherwise, and the terms of admission, and to establish such schemes for the application of the revenues as may in the opinion of the Court be conducive to rendering such schools in the greatest degree efficient and useful, with due regard to the intentions of the founders and benefactors. * * * and that such decrees and orders shall have effect notwithstanding any provisions contained in the instruments of foundation, endowment, or benefaction, or in the then existing statutes." There is also a provision "that if there be a special visitor, opportunity shall be given to him to be heard by the Court before the decrees or orders be made."

The preamble and first section of the Act it will be seen are very wide. I think it will be the opinion that if it had rested there there would have been no difficulty in remodelling minor grammar schools and adapting them to such educational purposes as might appear on a careful examination of each case to be required.

Then comes the second section, which is to some extent in restriction of the preamble and first section. It provides "that in making any such order the Court shall have regard to the intentions of the founders and benefactors, the nature and extent of the endowment, the rights of masters, the statutes by which the school has been hitherto governed, the character of the instruction theretofore afforded in it, the existing state of the school, and the condition, rank, and number of children entitled to and capable of enjoying the privilege of the school, and of those who may become capable if any extended or different system of education or any extension of the right of admission to the school, or any new statutes shall be established."

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But the third section is that which is, I think, peculiarly objectionable, because it contains an interdiction to the Court to do under the Act that which it is most desirable to have power to do; it provides "that unless it shall be found necessary, *from the insufficiency of the revenues of any grammar school*, nothing in this Act contained shall be construed as authorizing the Court to dispense with the teaching of Latin and Greek, or either of such languages now required to be taught, or to treat such instruction otherwise than as the principal object of the foundation; nor to dispense with any statute or provision now existing so far as relates to the *qualification* of any schoolmaster or undermaster."

13,282. Are you of opinion that the restrictions embodied in the words which you have just read ought to be taken away, and the Court allowed to deal with these grammar schools without being bound by them?—I think so. That is as to the third section. Sect. 5, which is made to depend on the insufficiency of revenue, would require revision, as also would sects. 6 and 7 in part. I may, perhaps, be allowed to state that I have taken from the analysis, which is before the Commission, the amount of the endowment of a few grammar schools in which it is required that the master shall be a graduate. They are certainly the old amounts, and many of them may have increased. I dare say they have increased. The amounts are 18*l.*, 10*l.*, 20*l.*, 40*l.*, 42*l.*, 21*l.*, 10*l.*, 46*l.*, 17*l.*, and so on.

13,283. Do you think it would be reasonable that any limit should be put in regard to the income of the school on the absolute discretion which you propose to give to the Courts in dealing with the subject?—I think that the Courts might be safely entrusted with the entire discretion. If it were thought necessary—if Parliament did not see fit to trust any tribunal with so large a power as that, of course it might be limited, and I should put a high limit; but as I have said, I do not consider the test of income the only or, in many cases, the proper test.

13,284. With regard to the question of property, would you propose that that should be dealt with in the same manner as the question of management should be dealt with, and by the same Courts?—I do not think that the public would, in the present state of feeling be satisfied with any tribunal affecting property which was not open to be attended by counsel. It might come hereafter, and I believe it would.

13,285. The questions of management are generally questions of common sense and policy and equity rather than questions of nice law, I believe?—I think that they ought to be; but I am afraid it is not always possible to make them so.

13,286. Of course the questions of property are of a very different character?—Yes. They are ruled by some very subtle law which arises in charities, perhaps, the more difficult because they are comparatively rare.

13,287. Do you think that the Charity Commissioners, with the large powers which you propose to give them, should be an open court, and should be attended by counsel?—I think that they should have at all events the power to request that they might be attended by counsel, and I believe it would carry public confidence much more with it if, in all important cases, they were attended by counsel. Of course, there is the objection of the expense.

13,288. Would you propose to limit the existing power of appeal which is now given in those cases?—I think certainly there ought to be an appeal. If there is a great change in the charity there should be an appeal to a superior court. I am satisfied that it would rarely take place.

13,289. You would leave all the existing equity courts, and also the Charity Commissioners, as I understand, to deal with these cases, only

you would give them all much larger discretionary powers than they now possess?—I think so. I should particularly give power beyond the doctrine of *cy pres* to alter the character of the administration of obsolete or useless charities. *J. P. Fearon, Esq.* 20th Feb. 1866.

13,290. Under that system would not there be a danger that instead of getting uniformity of decision you might get a greater variety of decision than you now have, seeing that a larger discretionary power would be given to each of these Courts?—It is certainly open to that objection, but my impression (and I think it is borne out by experience) is rather strong that from the superior cheapness of the Charity Commission, and their special acquaintance with the subject, by far the greater part of the applicants would go to them rather than to a court; such is the case now.

13,291. Are there not some of the advisers of persons connected with these charities who have no objection at all to expense, and protracted litigation?—That was so, and I dare say would be so again if it were not for the provisions of the Act of 1853, the 17th section. I have no doubt the Commission have had that provision before them. No person (except the Attorney-General, acting *ex officio*) can go to the court without the antecedent approval of the Charity Commission.

13,292. You think that is a very effectual check upon improper litigation?—I know it is. The result has shown that beyond all doubt. I am satisfied that previously to the passing of the Act of 1853 a very large proportion of the suits instituted with reference to charities were instituted for the sake of costs, some, I am sorry to say, for revenge.

13,293. Is it the habit of the Attorney-General generally to pay attention personally to these cases?—Every case goes before him. Every case of the smallest importance, in fact, goes at the commencement before him. I am speaking of his own cases, cases in which he acts *ex officio*. I am unable to speak as to the others. I have nothing to do with them. I should, perhaps, have stated at the beginning that my functions towards the Attorney-General are limited to those cases in which he himself intervenes *ex officio* without a *relator*. There was formerly a considerable number of cases in which he entrusted the use of his name to a relator, and that class still exists where the Commissioners by their certificate sanction that mode of proceeding. The case is then conducted to a considerable extent as a private suit would be, but the Attorney-General is always called upon to intervene to assist the Court in the scheme, even in those cases.

13,294. (*Mr. Erle.*) When the Attorney-General acts *ex officio*, what is his course of proceeding, what inquiry takes place?—The only cases in which he has acted *ex officio*, since the establishment of the Charity Commission, has been two in which the Charity Commissioners had no jurisdiction in consequence of the charity being administered in a foreign country. In all the other cases, upon the receipt of the certificate of the Charity Commissioners, it is laid before him, and he very generally directs, either then or subsequently, a local inquiry to be made, so that the parties may be seen on the spot, if it is for management. The results of that local inquiry are laid before him, and he directs the character of the proceedings to be taken. If it is for a scheme which is most usually involved now, he directs the class and character of the scheme which shall be proposed. When the scheme is prepared it is submitted to him, and he attends to it personally. The Commission will understand that the character of the Attorney-General, and the bar from which he has come, have a great deal to do with that question. If he is at the equity bar he generally attends personally very much to it. If he is not at the equity bar he is usually represented by his counsel in

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those matters, and then, perhaps, the matter is less personally inquired into than where he is, as in the present case, a member of the equity bar. The present Attorney-General sees everything.

13,295. Did I understand you to say that the Attorney-General has not in point of fact instituted any *ex officio* proceedings, except upon the certificate of the Charity Commissioners in cases within their jurisdiction?—Never since the appointment of the Charity Commissioners. In one of the cases to which I alluded it did not come to proceedings. The other was a case in which a fund was found in the Court of Chancery in an old suit instituted before the revolution in America. His attention having been directed to this fund he directed steps for its appropriation. He has never instituted, as far as I know, any proceeding *ex mero motu*.

13,296. If persons interest themselves and take different views of what is expedient to be done with reference to any charity, they have an opportunity of being heard by the Attorney-General, or of representing their views?—Yes; he always hears them if they require it. The course is for those persons to apply by memorial to the Attorney-General, and if it is a case of any extent at all he gives them a hearing, frequently by counsel.

13,297. Who are the necessary parties to *ex officio* proceedings of the Attorney-General?—If it is by petition, generally the only parties necessary before the Court as respondents are the trustees of the charity; sometimes, where the recipients are also closely connected with it, all in one body, as where they are a corporation, with internal disputes, he makes the individual members parties, or directs that they be served. It is rather a question of equity pleading, regulated by the circumstances of the case.

13,298. But are persons, not being trustees of the charity, parties to the proceedings before the Court?—No. The way in which they are represented usually is this,—they are frequently so numerous that it is impossible for them to be represented before the Court, but the Attorney-General usually hears them, or hears the principal of them, and does his best to get them to combine, and sometimes he will give a direction that, so far as he is concerned, if the Court see fit, he does not object to A.B. or C.D. being heard before the Court, representing classes of the community. Sometimes he stipulates that it shall be at their own expense, but sometimes that is not the case.

13,299. Ordinarily the only parties to the proceedings are the Attorney-General himself and the trustees?—In the first instance, if it is by information, that is almost always so. Sometimes in the case of a school it is thought desirable to make the schoolmaster a party. That is a question very much for the discretion of the pleader, with reference to the character of the charity.

13,300. The costs of those proceedings must be very much circumscribed, must they not, by the small number of parties who appear before the Court?—Yes, it ought to be so. It is not unfrequently the case, when the Attorney-General's aid is invoked, that the trustees are quarrelling among themselves. Then they sever in their defence, and so we have three or four persons appearing; but the Court very rarely allows them more than one set of costs, if they do that.

13,301. You just now mentioned the relators' suits. Those are suits of persons who volunteer to institute proceedings on behalf of charities, are they not?—They are. The theory is that the person comes to the Attorney-General, and tells him a story, "*relates*" a story. He then asks the Attorney-General to lend him his name to prosecute. If the Attorney-General does that, from that time the matter passes out of the Attorney-General's hands, but the relator is technically no party to the

suit. He is merely a person interposed to conduct the suit, and be liable to the costs if it fails. *J. P. Fearon, Esq.* 20th Feb. 1866.

13,302. In the former case the whole of the proposal which is made to the Court proceeds from the Attorney-General; in the case of a relator it is the relator's proposal that comes before the Court?—The Attorney-General rarely interferes with the mode in which the counsel for relators choose to state their case. There are instances in which the Attorney-General has thought it necessary to prune the information brought for his fiat, as containing scandalous matter, or something of that kind.

13,303. Those proceedings, I suppose, are necessarily more expensive, because there would be more parties, would there not?—I am hardly prepared to say what the relative expenses would be.

13,304. There would be more numerous parties to a relator's proceeding before the Court, than to proceedings instituted by the Attorney-General. There would be the relator himself and the Attorney-General?—No; the Attorney-General does not in those cases appear personally, or appear at all until after the decree is made, and they go for the scheme; and then in the cases where they go for a scheme, in a relator's suit, although the Attorney-General is nominally the plaintiff, and is in fact *dominus litis*, the Court for its own protection requires, under an old order of Sir John Leach, that in all cases of schemes, the Attorney-General shall attend by his counsel, or someone, to help the Court, or the judge in chambers.

13,305. Does a particular counsel represent the Attorney-General for those purposes?—He does, in court.

13,306. At that stage of the proceedings, at all events, there is an additional party, is there not?—Yes, that is so.

13,307. Perhaps it is not within your knowledge whether the relators' suits have almost practically ceased?—Yes; I know that is so, because it is a part of my department to see all informations which come for sanction, so I am cognizant of every relator's suit which has been instituted since the year 1853, that being the date of the appointment of the Charity Commission.

13,308. As to the schemes which are proposed on the part of the Attorney-General, I wish to ask you what latitude is supposed to exist as to the objects of schemes. Does the doctrine of *cy pres* limit the proposals which may be made for the re-appropriation of charitable funds?—Certainly. We always consider that the Court is bound by the provisions of the instrument of foundation, and that the only cases in which it can materially alter the objects of the charity, are where they have become obsolete, or when they have been contrary to public policy.

13,309. You do not think that if a charity is devoted by the founder to a specific object which can take effect at present, for which there are recipients or objects, it is within the discretion of any court to alter those objects, the trust not being impracticable, or opposed to public policy?—I think, unless it is impracticable or vicious, the Court has no power to do more in improvement than assimilate it as nearly as it can to the expressed intentions of the founder.

13,310. Could a charity for the distribution of articles in kind be applied to education, or could a fund for an educational charity be applied to the distribution of articles in kind?—I think certainly not; where a charity is left for the general benefit of the poor with no definition of objects, there the Court has assumed and against contention has maintained that it has power to give it to any purpose for the benefit of the poor which the Court thinks fit.

13,311. That is not changing the purpose?—No.

13,312. I put the case of a charity directed to be distributed in kind,

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where the specific application is defined by the founder. If it is for the general benefit of the poor, I suppose education would be considered quite within the object?—That is so. A charity directed to a specific distribution in kind would be kept so. One for the poor generally with no further specification may be applied for a school for children of the poor.

13,313. When you spoke just now of an authority being given to overrule some inconvenient former decisions, would that be matter of necessary legislation?—I think so.

13,314. I suppose a convenient mode would be to give, whether to the Court or to any board, authority in sufficiently extended, but general terms to effect the object?—I think so. That would be the most convenient way; in fact, extensive enough to enable the Court or the Commissioners to enlarge charities beyond the rules which were laid down in the cases which are well known to all lawyers.

13,315. There are some charitable funds that are, in point of fact, vacant charities, the objects of which have become wholly obsolete, such as the payment of fifteenths, the putting out of soldiers, and the like?—Yes; such as Barbary captives.

13,316. Then is it within the discretion of the Courts to select entirely what objects they may think most beneficial?—My own impression is, and certainly all our practice has been to consider that even in the case of Barbary captives, if we had to do it by a Court, we should have to go as near to a Barbary captive as we could. It is most inconvenient.

13,317. Have you had to deal with many cases of charities for objects which are now provided for by public rates, such as repairing causeways, and matters of that kind?—Yes.

13,318. What has been the practice in those cases?—In early times we used almost invariably to turn them to education. The Loughborough school, I think, is one of the earliest instances in my time.

13,319. As to those charities I referred to a moment ago, such as for repairing causeways, bridges, and similar objects, for which there are now other resources, are they not sometimes still retained for their original purposes?—Yes.

13,320. The bridge-house estates in London, for instance?—Yes, and Westminster Bridge. There are many which are retained.

13,321. But many others are taken possession of for totally different purposes?—Some have been converted into what we should call eleemosynary charities, and others kept for public purposes.

13,322. You mentioned the Loughborough charity, which is dispensing, I believe, great good, was that a foundation for repairing causeways?—Yes, principally.

13,323. How was that applied?—When the Attorney-General intervened under the certificate of the late Commissioners, he found it (although some part went to education) applied to a large extent in aid of the poor rate; it could not be applied to bridges, because the canal and the general drainage of the country had done away with the causeways and the bridges, so that much of it had fallen into the hands of the parish authorities.

13,324. Do you know any cases in which funds have been applied to charitable purposes under the sign manual of the Crown?—Nothing has been done in the office of the Attorney-General of that kind that I am aware of.

13,325. You do not happen to know whether there have been any modern instances of that?—No, I do not. Certainly they have not occurred in my department.

13,326. There is another case of very frequent occurrence where the proportions of a charitable fund to the different objects intended by the donor have become totally reversed. For instance, where a defined yearly sum nearly exhausting the whole income at the date of the foundation has been devoted to the maintenance of a school, and the residue, if any, has been directed to be distributed among the poor, it frequently occurs that the specific sum appropriated by the founder to his primary object become wholly insufficient for its purpose, while the residue becomes very large and excessive for wholly secondary objects: can you re-distribute the income between the different objects?—The Court has sometimes done things of that description, but with very doubtful legality.

13,327. Are those contested cases?—No; we should not, I think, raise such a question in a contested case.

13,328. As to schemes for schools, if there is a master of an endowed school, can a new scheme be imposed upon him during the tenure of his office?—Under the Grammar Schools Act not after six months.

13,329. Supposing it is not a grammar school, is there any power during even a limited period of imposing a scheme on a master?—No, I believe not; the Charity Commissioners have powers of doing it, perhaps, in an indirect manner by threatening the master with dismissal, or something of that kind.

13,330. If there are grounds for removing him?—Yes, and if he has refused to accept new provisions; but there is no direct power for compelling him to accept them.

13,331. As to the Grammar School Act, has any limit been applied to the amount which should be considered sufficient or insufficient for the teaching of the Greek and Latin languages under the third section?—I have never heard of anything of the kind. I know that the provision which I read just now has impeded persons in applying for schemes of a better description—I mean better with reference to their particular wants—because they were told that it was impossible to alter the qualification of the master or dispense with Greek and Latin, and it can be well supposed that even the judges are not aware of that fact. I think they are not generally aware of it, because of course cases of that description do not come before them. When the alteration of a classical to a middle school is proposed, and it is found that the provisions which the promoters seek to obtain are at variance with the provisions of an Act of Parliament, they abandon it and it is not brought into court. Thus many of the smaller grammar schools which might be made extremely useful in another form, totally fail, because they are bound to their original form by the decision of Lord Eldon in the Attorney-General *v.* Whiteley, and other cases of that kind, and by the provisions of the Act. I am sure I myself have had 40 or 50 applications of that kind.

13,332. No wide discretion has been assumed by the Courts in uncontested cases, for instance, to say that such a fund is insufficient for keeping up a good grammar school?—I have never heard of any definition of the income which should be considered as insufficient. It must vary in different districts, and would depend on population, and whether there were good school buildings, and on other local circumstances. The Court in some cases, where there has been no opposition, and where it has been strongly pressed to do it, has, although the income was of such amount as not to be clearly insufficient for a grammar school, altered the qualifications of the master. I am aware of some few instances of that. It has also been in some instances declared, where the income was 10*l.* or 15*l.*, that the master need not be a gra-

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duate. Those of the former class are very rare instances, and I need scarcely state that it has always been the opinion that they would not stand the test of opposition or appeal. The words are so very distinct, and many of the masters are by the foundation required to be clergymen as well as graduates.

13,333. When you are settling a scheme for a school, and by the foundation the whole income is directed to be paid to the master, is it the practice to give to the trustees a discretion to apportion that income to different objects which shall make the school most effective, as for instance, to give a proportion to the master, and to provide for additional teachers, or the like?—It has been the practice where the income is large not to give it in gross to the master, but to give him a certain fixed amount, and to say that such sum shall represent the teaching of 30 or 40 boys, and that for every boy beyond that number he shall, up to a certain other number, have 8*l.* or 10*l.* more per head out of the endowment, and beyond the latter number 5*l.* or 6*l.* per head, and so on, so as to give a master a strong interest in filling the school.

13,334. Notwithstanding that the whole income is directed by the foundation to be paid to the master himself?—That has been done, I believe, in a few cases, but only where the office was vacant, or the master agreed, or to take effect on a vacancy, and always with doubt whether it would be sustainable. The Court has, in this and in other instances where not coerced by opposition to act on the strict law, strained its jurisdiction for the purpose of doing obvious good to the charity.

13,335. It must be very essential to the proper re-constitution of any school?—The dependence of the master's income on his exertions is most essential. I have no doubt that the mere fear of being overthrown upon appeal, or of not attaining the object in the first instance, prevents the propounding of a great many most excellent schemes.

13,336. Do you think it would be very beneficial to all schools to make the master's income depend on capitation fees to a certain extent, so that as the school is filled with greater numbers, his income should increase?—I think that to a certain extent it would be highly beneficial in all cases, even in those in which the school is directed to be free, to have the power of calling for capitation fees. I would never give the master less out of a considerable endowment than would put him, under any circumstances, above absolute poverty. Everything which he got beyond a mere respectable, decent, maintenance, should be earned by his own endeavours in filling the school.

13,337. Would you compensate the master for removing a part of his income, by allowing him to take boarders; what has been your experience as to that?—My experience as to boarders in almost every case with which I am acquainted, is that they are a great benefit to the school, they elevate the character of the master, and they improve the tone of the day scholars. If the master takes boarders he has the opportunity, or the hope at least, of distinguishing himself before the Universities, and that reflected honour which comes from his boys at the Universities is very much prized.

13,338. (*Lord Taunton.*) Would you apply that observation to schools which are mainly intended for the lower division of the middle class, sons of artizans, and so on?—If there be such schools in which it is desirable to encourage boarders, you would cease to have a graduate as master, and he would cease to think of the Universities; it would cure itself.

13,339. (*Lord Lyttelton.*) In what sense do you mean that a master who has boarders has greater opportunities of obtaining University dis-

tinctions than a master who has no boarders?—Boys who are boarders are much more likely to go to the University than day boys.

13,340. With the exception of some large schools, such as King Edward's School, at Birmingham, where they have no boarders, but where the boys get a great number of University distinctions?—Yes, very large populations are certainly an exception, because there, although you might have almost no endowment, yet if you have good buildings you might have a good day school. I have been speaking of the class of small town schools.

13,341. And schools in the rural districts?—Yes.

13,342. (*Mr. Erle.*) Have you known any well-founded complaints of the neglect of the ordinary foundation boys in schools, by masters who are allowed to receive boarders?—Yes, I have heard instances of very flagrant neglect where the master had chosen to make a distinction and to turn the day boys out of the playground, but I believe those cases have entirely disappeared; certainly, as trustees have become more vigilant, and consider themselves bound to look after these things, and there have been the Charity Commissioners to resort to, they have disappeared. I know of no instance at present.

13,343. (*Mr. Acland.*) Did those day boys pay anything, or were they boys that the master was bound to teach gratuitously for his foundation income?—In one instance the boys paid a little. In the worst instance I knew of the boys certainly paid nothing. I am happy to say it has long since been reformed.

13,344. (*Sir S. Northcote.*) Are you speaking of such a case as where a master has tried to get a playground allowed by the trustees out of the trust fund, and has failed, and has had to provide one out of his private expenses?—No, this was a case of a playground which was part of the endowment.

13,345. (*Mr. Erle.*) What has been your experience of the difficulty or facility of uniting boarders and day boys in the same school?—The success of it has certainly been various. There are instances in large towns where the town boys have brought bad language, not vicious language, but inferior language, into the playground; that has been an objection, and I believe it is the great objection to be urged against it; I know no other of any serious importance which has not generally been avoided by the good sense of the master. I do not know any particular instance at present; there are great numbers of instances in which they have kept together, and have done very well together.

13,346. Has the practice of the Court of Chancery in authorizing the admission of boarders to schools varied very much?—Yes; that is one of the questions to which I ventured to refer at the commencement of my examination, as to which more uniformity was desirable.

13,347. Do you know instances of large expenditure having been authorized by the Court of Chancery in buildings for the express purpose of enabling the master to receive boarders?—Yes.

13,348. In other cases the Court has absolutely excluded them?—It has refused to allow the funds to be applied for erecting such buildings.

13,349. But it has prohibited the master from receiving boarders?—Yes, that is so. I should state that that is more generally the case where the fund and the population are both very large.

13,350. (*Dr. Storrar.*) If it could be alleged that the combination of boarders and day scholars might have the effect of introducing low class language to the detriment of the boarders, on the other hand the day scholars would probably benefit by associating with the boarders?—I think so.

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13,351. So that, in fact, it would not be the day scholars that would suffer, it would be the boarders that would suffer?—The school altogether might suffer from that. Were they all day scholars you might have the same thing, but of course it is more felt by the parents of boys coming from a higher class; it would be the same and is the same in either case.

13,352. But the day scholars, presumably being of a humbler class, would be gainers rather than losers by associating with the boarders? I think so, and more particularly by being trained by a highly educated gentleman, whose services could not be obtained unless he were allowed to take boarders.

13,353. (*Mr. Erle.*) You were speaking just now of its being very desirable to have a jurisdiction which should re-appropriate charities to more useful purposes. Would you have a compulsory power for that purpose? I will confine my question to education. There are many charities which might be applied more beneficially to education than to the prescribed purposes, would you have a compulsory power in any Court or authority to appropriate such funds?—I should not be at all afraid of trusting a compulsory power to a Court or to a highly constituted commission. I feel satisfied that no mischief would be done, but I doubt whether public opinion would go with that at present. I think it should be tried on a smaller scale at first. Perhaps I may give an instance of one class of charity—loan charities; they are probably the most useless of any we have; they are generally for loans at low interest to young tradesmen. The tendency of the endowments of those charities is to increase indefinitely; they never spend anything, except when they make a bad investment and lose the capital, otherwise they have no expenditure except for management, and, however slowly the accretion may go on, it comes at last to be a very large sum indeed. There is one endowment in this neighbourhood which, when I last heard of it, was upwards of 32,000*l.*, with very little purpose for which it could be applied. I think in cases of that kind, where, after due advertisement and due inquiry, it had been found to be useless, it would be time to consider whether some highly constituted tribunal might not put it to some other purpose, in the same district, if you please.

13,354. (*Mr. Acland.*) Is it not the case in the charity to which you referred, that it has been discovered that persons have borrowed money from the charity and invested it advantageously to themselves in other ways?—That is the case in one charity, and I have reason to believe that it is so in others, they have borrowed 200*l.* or 300*l.* at one or two per cent., and placed it in one of the joint stock banks at five or six per cent.

13,355. (*Mr. Erle.*) Do you know other cases where sums have been borrowed on the joint security of the borrower and his sureties, and the sureties have been required to pay back?—I have never known it, but I do not see much of the administration of such charities. In the particular case to which I allude it was a sort of partnership between the nominal principal and the surety, and they divided the profits. Those charities, I believe, rarely lose any money.

13,356. Do you know cases in which the managers of such funds have been willing to have them applied to other objects?—I have often had applications. In the Coventry case, years before it went to Parliament, I had applications to see whether anything could be done.

13,357. By the trustees?—Yes, from the governing body, to divert it. I do not know whether they were authorized, but it was by some persons acting on their behalf.

13,358. Have you known great opposition to the diversion of those

funds from their purpose, where the trustees have all recommended it?—Yes, and I have known an instance in which the Court has done it by consent. In the case of the Stationers' Company there was a large fund for lending to young stationers, members of the Company, that was, by a sort of common consent of the whole company, applied by the Court in establishing schools for the bringing up of boys in the bookselling trade.

13,359. Are there many instances of the localities being changed or expanded over which charities may be distributed?—I have never known any which could be taken as what you might call precedents. I could give many instances in which it was highly necessary, and in which the proposal was defeated; the Court found itself unable to do it. Perhaps I may state one of the latest cases I can remember at the moment. It was a charity for a little parish, near the Post Office; almost the entire parish had been pulled down for the Post Office itself, but there was a little left. The charity was given first for poor householders; they found there were no poor householders in the parish, then it was varied by the Court for poor people, and they, after a time, found that there were, I think, only two in the parish. We tried to get it given over to Bethnal Green, or to some of the extremely poor districts in the neighbourhood of the General Post Office. The Court found itself unable to do it, and it eventually gave it for a school for the benefit of the children of letter carriers of the Post Office, and so it now remains. It does, no doubt, a certain amount of good.

13,360. As to the administrators of the charities, do you find a great difference in the qualifications of the trustees?—Yes.

13,361. Do you think that the benefit of the charities depends very greatly indeed on the qualifications of the trustees?—I think, they being the persons who choose the schoolmasters, it is of immense importance; if they get a good schoolmaster, and a man who really does his duty, it from that time signifies comparatively little from what class the governing body comes, but for the selection of a master and for the general management of other charities, it is most essential.

13,362. When you are making schemes for the government of charities, are provisions made for removing trustees who do not attend to their duty, or who are non-resident?—Yes, or who have become bankrupt or have removed from a district, or for non-attendance for two years.

13,363. You consider that an important provision?—I do think it of great importance.

13,364. But those provisions reach only the single charity which is the subject of the scheme?—That is all.

13,365. Do you think that it deserves legislation, that those clauses should be applied to all charities?—It would save a great deal of trouble, and sometimes a great deal of bickering. The area from which trustees are to be taken is also very often a fertile source of discussion.

13,366. Do you think that a general Act, containing such regulations as are commonly introduced into well considered schemes, and which would apply them to all charities, would be useful?—I think it would be a step towards uniformity, and more particularly if it could be made to apply to such bodies of trustees as are corporations. I consider the existence of incorporated trustees for the government of a charity is a thing entirely mischievous.

13,367. (*Mr. Acland.*) Do you think there would be no danger of stereotyping the opinion of the present day for a good many years to come, and producing inconvenience in that way, if an Act with clauses

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of that kind were passed?—I cannot conceive any difficulty which could arise in providing that, for instance, any gentleman who did not think fit to attend for two years, should cease to be a member of the Board.

13,368. Do you think it would be better to put those principles into the form of clauses of an Act of Parliament than to constitute a body with a good deal of discretion, and to leave the matter in their hands to adapt the cases to circumstances as they arise?—Perhaps so. I have not considered that very much, but I do not think that under any circumstances a general provision that if a man becomes bankrupt, if he leaves the country, or if he is convicted of any crime, he shall *ipso facto* cease to be a member of the governing body of a charity, could lead to any hardship, if so, he could be reappointed. I may be allowed on this subject to say, that those provisions as to removal of trustees which are usually inserted in schemes, do not apply to the individual members of corporations, and one of the greatest evils of the old charity management was that the members of those corporations were not personally amenable; they committed breaches of trust under the common seal, and nobody was responsible.

13,369. (*Mr. Erle.*) Are there not incorporations of recipients of charities?—Yes; that is now very much controlled by the Charitable Trusts Act, where the corporation is at the same time the recipient and the governing body.

13,370. The inconvenience in such a case could be remedied in the case of any particular charity, the subject of any pending proceeding, but a large number of charities similarly instituted would remain without such desirable remedy?—Yes. I think it would be very desirable that every corporation which is incorporated for the purpose of governing a charity should be dissolved. I can see no disadvantage to themselves, and a great advantage to the general administration of charities.

13,371. Are there numerous charities, the governors of which are incorporated?—Yes. Old charities, for instance, as a warden or master, and poor men, or poor women they have a common seal, and they are at the same time the beneficiaries. The worst cases of abuse, I believe, I may safely say arose in the old times in those charities from the selling and the leasing of land.

13,372. There are many instances, I believe, in which managing trustees, without having any personal interest, are incorporated?—Yes; there are such instances, and trustees and governors are very much in the habit of going to Parliament to get incorporations.

13,373. Do you think that inexpedient?—Yes; I think it very inexpedient. The Attorney-General is bound by a standing order of the House of Lords, which does not apply to the House of Commons, to report upon those cases, and whenever he finds that charity trustees are coming for incorporation, he always reports to the House that a clause preserving the individual liability of the members of the corporation should be inserted.

13,374. (*Lord Taunton.*) I suppose that clause is inserted in all the new Acts?—Yes.

13,375. Then does not that meet the case?—It does in that individual case entirely, so far as the responsibility of governors are concerned, but there are other objections to incorporated trustees, and the Acts which passed previously to the existence of the standing orders do not reserve individual liability.

13,376. (*Mr. Acland.*) Does that in some degree depend on the amount of personal interest which the Attorney-General takes in the subject, or is it a matter of duty which no Attorney-General could

neglect?—No bill relating to any alteration in a charity can be read a second time in the Lords until the Attorney-General has reported upon it. The Lord Chairman of Committees usually refuses to allow the Bill to be so read until he has some report from the Attorney-General, that is the object of the standing order.

13,377. (*Mr. Erle.*) Adverting to the difficulty of getting sufficiently qualified trustees for the beneficial management of charities, have you considered the expediency of constituting any district boards which should have superior qualifications, and which should have the control of particular classes of charities, such as educational charities, within given limits?—I cannot say that I have much considered that, but I can imagine that any board would be the better for having an occasional visit from some person in authority who knew the business better than they did, and I think that few boards would raise any objection.

13,378. (*Mr. Acland.*) Do you mean some such visit as that which an Assistant Poor Law Commissioner pays to a board of guardians?—Yes; to tell them what was doing in the outer world.

13,379. (*Mr. Erle.*) Has a plan ever suggested itself to you of there being an official trustee, who should be a member of every educational board in a district, acting as an assistant trustee?—I have never thought of that. I can conceive that great good would arise from it.

13,380. Do you think a paid trustee, who should of right be a member of every educational board of trustees in a district, would be advisable?—I can see no possible harm, or that he should have a vote as a trustee.

13,381. And that he should see the whole internal management of the charity, and be present at it?—Yes. And be responsible to some superior authority, and report occasionally to it. I think that would be of very great value, and I think that the great body of trustees would be very glad to receive such assistance.

13,382. Do you think he could with advantage carry about, if I may so express it, from one board to another his knowledge and experience?—Yes. I think it would advance the march of improvement much more readily, I dare say he might sometimes meet with objections, but not from judicious trustees.

13,383. You have not considered the matter?—No.

13,384. As to the removal of the masters of schools, I suppose it would be in your view very important that there should be a facility for removing masters from schools on sufficient occasion?—Yes.

13,385. Have you considered under what circumstances masters should be removable?—I think if it is left with an appeal or left to a high tribunal, it ought to be absolute in all instances; of course, the obvious objection to it is that a man of high powers and of superior education, a clergyman, for instance, might object to take the office of schoolmaster if he thought himself subject to caprice, and therefore it ought to be done with great formality, but it would be the best means of keeping masters up to their duties. There are many instances in which a master ought to be removed, and in which no real culpability can be alleged against him, but he is unsuited to the purpose, and has been found so by trial.

13,386. You would vest the power of removal in the trustees?—Yes; I think in the trustees, but also in the Commissioners themselves.

13,387. You think the trustees under some control should exercise it?—I think so; but power in the Commission is also necessary, because the trustees are so apt to think kindly of the master, and to think very little about the interest of the boys. I know many instances where a man was utterly incompetent, but he happened to have a

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large family, and the trustees thought to turn him away would ruin him, and so the boys suffer and the school languishes.

13,388. (*Dr. Temple.*) Would it not be desirable to make the master's income depend as much as possible on the school; so that if he were not successful as a schoolmaster he should be almost compelled to go, by that circumstance alone?—I think so.

13,389. You said just now that you would wish, out of the endowments, to give enough to keep a man from poverty, would it not be rather better to give him absolutely nothing from the endowment?—It would be rather a violence done to the foundation, which often gives him the whole. There may be persons who have various degrees of success. I was only stating to the Commission what is the practice. Where there is an endowment we generally commence by saying, this master shall have, for instance, at least 100*l.* a year, and he never can be quite a pauper, but for anything which he is to have beyond that he shall depend upon his exertions and the success of his school.

13,390. But if you were considering, not what was nearest to the original foundation, but what was best for the school, would you not think it better on the whole to let the master depend entirely on what he could make by his school?—There might be a difficulty then in getting a master. If there were a state of circumstances in which he might be absolutely a pauper, it would be almost carrying it too far.

13,391. When I said give him nothing from the endowment, I did not mean that if there were any free scholars he might not be paid for them out of the endowment, nor did I mean that it might not be advisable to pay him for all the scholars a capitation fee out of the endowment, but that it would be perhaps better that his payment should entirely depend upon the number of scholars?—I think it would be abstract justice so to provide, and having regard to the interests of the boys, which was the principle of my answer, that would be the logical consequence, but I think it would be a harsh measure which it would be difficult to reconcile people to—to say that the master, if he had no boys, should have no income at all, and that on a view of the whole question it would be impolitic.

13,392. In every other profession, if a man fails utterly he loses all income from his profession?—Yes; it is very difficult to reconcile it, but I look upon it rather more by analogy to a place than a profession, like a man holding an appointment under Government, where he very often gets his pay although he is thoroughly inefficient.

13,393. (*Mr. Acland.*) Would there be any harshness in saying, here are boys in the place willing to be taught, here is money ready to be paid for them without calling upon their parents, derivable from endowment, and the only condition is that you shall not drive the boys away from the school?—Then I think there is power to remove him upon giving him a pension, under the Acts, and it would be a very moderate one. I am quite ready to admit that the provisions adopted on the schemes on this subject are not, perhaps, upon strict principles, defensible; but having regard to the character of a schoolmaster and the sort of man you get into the office, he leaving perhaps some other pursuit, I think he should have some security if he embarks in it that he should not become an absolute pauper.

13,394. Should you be satisfied to put him on the footing suggested by Dr. Temple, plus a pension in the event of his retirement?—I think so; but a pension would always be regulated by the minimum. If you gave him from 50*l.* to 100*l.*, I think it would be a thing which would attract untried men. That is often a difficulty with the minor schools;

experienced men will not come, and we find men of high attainments who on trial prove to have no power of teaching or managing boys. *J. P. Fearon, Esq.* 20th Feb. 1866.

13,395. You referred to that Act; is that Act in fact acted upon as regards pensions in many cases?—Yes, there is power to grant pensions.

13,396. Is it in fact often acted upon?—Yes, I have seen it very frequently acted upon. The case of the Felstead school was a remarkable instance, where the master had been many years, and he had, I think, on an average, one boy and a half.

13,397. You referred early in your evidence, to the third clause of Sir Eardley Wilmot's Act. Is it your opinion that that clause ought to be altogether repealed, or do you think it would be better to make some different definition of what is a sufficient or an insufficient income?—I think there are cases where if the income were ever so large the discretion of the Court or the Commissioners would be well applied in cutting down the great grammar school proper into a middle school, having regard to the wants of the district, totally irrespective of the amount of the income.

13,398. Is it on the whole your opinion that that section ought to be repealed?—I think decidedly so. The cases would then marshal themselves together. The Court or the Commissioners would be enabled to do almost all that is requisite for the grammar schools if that were out of the way.

13,399. Do I understand you to say that certain incidental expressions in that Act really in fact hamper the Courts even more than Lord Eldon's famous decision?—I think so. I think the Court always does try to get out both of the decision and the Act whenever it can.

13,400. That Act which was intended to liberalize grammar schools is now one of the greatest impediments in the way?—Yes, we can only infer that that provision of the Act was forced upon the author against his will. That it does pare down the beneficial operation of that Act most materially I am myself a witness. It has done so in a great many cases.

13,401. You referred early in your evidence to property cases; do you mean those cases in which there is a contest against the charity by persons claiming some personal interest in the property, or do you mean any other kind of cases, and if so what sort of cases?—I mean in cases where leases are contested and the construction of trusts is in question. Very frequently there are cases of construction, whether it is a private perpetuity, as lawyers call it, and whether it is a charitable trust at all. They arise sometimes at a late period, after many years; there is one before the Court at this moment.

13,402. Is it to that kind of case you would limit the action of the Act?—I think cases of that kind should be kept for the highest tribunals, because I think nothing else would satisfy public feeling.

13,403. Does that description of property cases include the chief questions which you would reserve for the Court?—Yes, but I think the Court ought to have power in all cases. I do not think the public mind is prepared to take totally away from the Court any large case. Of course it is open to the observation that it might be merely adding another tribunal to those already existing. My reasons are rather founded upon what I have seen since the year 1853, seeing the very remarkable diminution of cases taken to the Court, and the mass of work which has been done by the Charity Commissioners in the most quiet way in stopping off litigation and doing things which never could have been done before without the Court, such as leasing, and things of that kind; having seen how ready people are to go to the cheapest

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tribunal for their ordinary work, my belief is that except in cases of the highest importance, they would still do so. I think it is well worth trying, at all events.

13,404. Do you think if some enlargement of discretion were given by the removal of obstructions both to the Courts and to any administrative body, such as the Charity Commission, that we might hope that the scope of these educational endowments would be gradually and reasonably enlarged, even though a power of appeal to the highest Court still remained?—I think so, and I think it would be safer to keep it. My impression is that it would only be in exceptional cases that it would be resorted to, and that it would be better perhaps not to try so strong an experiment as altogether to exclude the higher Courts.

13,405. Then the preservation of that right of appeal, though it might in some degree check administration on the whole, had better be kept, as a means of satisfying the public?—I think so.

13,406. (*Mr. Erle.*) Do you think the right of appeal ought to be subject to any control?—Yes, it certainly should be. It should be controlled as it is now. I am only reserving the appeal which at present exists, enlarging the powers and giving the same appeal. It ought to be either with the sanction of the Court which has decided it, which, strange as it may seem, is not an unsafe thing to provide, the Court very often doubts itself,—or with the sanction of the Commission; but I would not allow any person who was beaten to appeal without some authority in a charity matter.

13,407. (*Lord Lyttelton.*) Would you give it to the Attorney-General or the Home Secretary, or to some such authority as that?—I think the Attorney-General would know as much about it as anybody. It ought to be so that they should have to go through some ordeal to prevent reckless cases of appeal.

13,408. (*Mr. Acland.*) Supposing this degree of liberty to be obtained for the Court and the administrative body, how far should you be disposed to give discretion to trustees. Would you allow them to have almost unrestricted liberty to fix the subjects of education, the rates of payment, and the qualifications of the master, or would you impose any and if so what limitations on their discretion?—I think all the main subjects of education ought to be as a general rule defined by a scheme, if it were only for the reason that a changing body of trustees might have altered counsels, and therefore it is better that they should have a rule of conduct laid down for them. If that rule be found inconvenient, then let it be altered, and easily, but certainly do not give the trustees *tabula rasa* to go upon.

13,409. You think it would not be sufficient to put them in the position of a private schoolmaster, to sell whatever the public would take?—No, I think not. They would hardly know till they tried. The class of people for whom the large majority of them come are totally unable to settle that. They would put forward what they want themselves, but they would not know what other people wanted.

13,410. (*Lord Lyttelton.*) Do you conceive the Charity Commissioners as at present constituted would be a proper body to hear these cases, subject to a general right of appeal, and with a Bar to appear before them?—I think so. I think that three barristers constituted as at present would make a Court which would carry confidence with it.

13,411. Would they have all the incidents of a Court; would it be a public hearing?—I think that essentially there should be a public hearing in important cases. Whether that might be left to themselves or not is a matter of detail. I should not be at all disposed

to think it would be otherwise than safe to leave them to say when they wished to have a public Court, always recollecting that there is an appeal from their decisions. That would be a sufficient inducement to the Commissioners to wish that it should be heard in public, and with a bar, because there would be less chance of an appeal. I believe that in the numberless decisions the Commissioners have made there has been an appeal in but one instance, and that was unsuccessful. I do not know how many cases they have decided altogether, but there must have been many hundreds.

13,412. (*Lord Taunton.*) Do you believe that use might be made of the inspectors now employed under the Charity Commissioners more largely than is the case at present?—Yes; I had not considered it, but I do certainly think that an occasional visit to the higher schools would be just as beneficial as we know it is to the lower schools, and as well received.

13,413. I presume if that is done it becomes a matter of the utmost importance that great care should be taken in the selection of these inspectors?—No doubt.

13,414. They are, I believe, at present appointed by the head of the Government?—Yes.

13,415. Do you think it would be desirable that that power of appointment should be transferred to the Charity Commissioners, as the body which would have the greatest interest in selecting proper persons?—I think that any one who considers it much will find that the minute examination of charities is totally apart from all his previous pursuits. After a certain time it is not a difficult lesson to learn, but it is a new one. I believe that anything of that kind as to the laying down courses of management would be far better done by those who were doing nothing else than by any one else of the same calibre. It is a thing *sui generis*, and requires long study and great acquaintance with it. I am perhaps entitled to say that, because I find how very different are the views and decisions of Judges who have filled the office of Attorney-General from those of Judges who have not.

13,416. Do you think there would be an advantage in taking this particular patronage, looking to the general range of appointments, which are probably more or less political, and giving them to those who have a direct interest in the proper management of the business?—Yes, certainly. It might be said perhaps that the inspector would be an inspector of the scheme of the Commissioners themselves, but I think the Commissioners must know more about it, and be more able to select competent men than any one else would be.

13,417. (*Lord Lyttelton.*) Has it occurred to you with regard to the *cy pres* doctrine, apart from the question of practicability, that after a certain time it would be reasonable that that principle should be extinguished, so that the Court should be allowed to direct the application of a charitable endowment entirely at its discretion for the benefit of the class and of the place for which it was given?—Yes, I think so. What I meant to convey to the Commission was that in some body, less cumbrous and less difficult of access than Parliament, should be vested a power to alter totally the administration of charities; Parliament having now alone that power, it would be better to transfer it to some permanent body well acquainted with the subject.

13,418. (*Dr. Storrar.*) Have you considered the possibility of applying any of these endowments to the education of girls?—Only where they are general charities for the poor. I have never thought of converting a boys' grammar school into a girls' school, and there are

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very few instances indeed, unfortunately, in which any endowments appear to have been left for females excepting as old almswomen.

13,419. It has been stated outside this Commission that a great many endowments which are now entirely absorbed by the education of boys, were originally destined equally for the education of girls?—Yes; that is, I believe so, and at one time but little attention was paid to the education of girls, but latterly when opportunity has offered such education has been generally provided.

13,420. In cases where neither sex is mentioned in the endowment?—Yes, referring to the inquiry made in conversation as to Howell's schools, the foundation was for endowing poor maidens of the blood of the founder in marriage. That has been converted into two large educational institutions in Wales, keeping up also the marriage portions. The institution is still for orphan girls. We should never have thought of admitting boys into any participation, nor have we ever, as far as I am aware, where it has been founded as a grammar school, made provision for girls.

13,421. Take the case of an endowed school which is at the present moment exclusively appropriated to boys, but in which no reference is made to sex, where the word "children" is used in the endowment?—I can see no reason why in that case it may not be applied to girls, and very usefully.

13,422. You consider it would be advantageous that it should be so applied?—I think so.

Right Hon. Lord Romilly.

The Right Hon. Lord Romilly, Master of the Rolls, examined.

13,423. (*Lord Taunton.*) I believe your Lordship, as Master of the Rolls, is in the habit of having before your Court questions connected with the management of the endowed grammar schools of this country?—Yes; occasionally.

13,424. Your Lordship's Court, I believe, is one of several in equity which have a concurrent jurisdiction in these cases?—It is one of four Courts.

13,425. Besides that, there is the jurisdiction of the Charity Commissioners, who take the non-contentious business and who do a great amount of the ordinary business connected with the subject?—Yes.

13,426. Has your Lordship observed that the fact of there being so many Courts before which these questions come with concurrent jurisdiction, has produced any diversity of decision to an inconvenient degree?—I should think not. I do not think that there is any very great diversity of decision on the subject. There is some advantage in one Court frequently correcting another Court; by the reasons alleged for a different decision the Court that first made the decision in a contrary sense is occasionally induced to alter it, and the Court of Appeal really keeps them all straight.

13,427. Is the Court of Appeal often resorted to?—I do not know that it is, but it is always open to be resorted to, and in all those cases where there is any difference of opinion which is really of importance it is not long before the Court of Appeal expresses some opinion on the subject. The observation upon that applies to every species of law just as much as it does to charity.

13,428. The questions which arise with regard to the management of charities, I imagine are questions rather of public policy, general equity, and common sense, rather than any nice questions of law; is not that the case?—If you make a distinction between one question of law and another, perhaps it would be so, but I am not conscious of such a distinction existing in the administration of the law. All the adminis-

tration of the law ought to be consistent with common sense and ought to endeavour to arrive at it as nearly as possible. This may be true, that there may be a little more discretion in the judges with respect to charity cases, and that they are not so strictly bound by rules as in other cases of law, and to that extent it may be so, but I am not sure that strict rules are injurious, because the judge who has the discretion in these matters, if he did not follow a strict rule in every case, might make the law uncertain if he were to bend it according to his discretion as he thought the exigencies of the case required.

13,429. Are there not some questions, such as the question of capitation fees, the admission of day scholars and boarders, and other questions of that kind of a pretty general nature upon which some diversity of sentiment exists?—Yes; that is undoubtedly so. I think upon the whole they are getting into a tolerably uniform course of decision upon it, but there has been undoubtedly a great change of opinion in that respect.

13,430. With regard to the conscience clause, I apprehend though in substance it has been acted upon pretty uniformly, yet that the form which different judges have prescribed has been somewhat various, and that may have given rise to some inconvenience; is that so?—That may be so. I am not very well aware of the form adopted by other judges upon that subject. I think you have had Mr. Wickens before you, who has great experience and knowledge on the subject, and everything that he states you can trust to implicitly. He would know it exactly. Unquestionably, there has been of late years some relaxation, or rather an extension of liberality in the Courts with respect to the conscience clause, which would not have taken place, I think, 30 or 40 years ago.

13,431. Is your Lordship of opinion that it would be desirable that these Courts should have the exercise of a larger discretion in dealing with these questions than they feel authorized to exercise under the Acts of Parliament as they at present exist?—I am not at all disposed to increase the discretion of the judges; generally speaking it is better they should be tied by fixed rules. The reproach of Selden that equity was a knavish thing because it varied with the length of the Chancellor's foot, though not true now, would become so if you allowed them to have a larger discretion, and did not compel them to follow rules and precedents.

13,432. Still these questions as to dealing with the management of endowments are very different in that respect from questions that deal with the property of endowments?—Unquestionably in cases of pure management; but there is pure management in every case.

13,433. I will take some such instance as the case of endowment of a very small income, which would hardly support a master who was a clergyman or even a graduate, and where it might be very desirable not to apply the strict law with regard to grammar schools, but to have an education of a more practical and somewhat humbler kind for the circumstances of the neighbourhood, and with respect to the amount of the endowment; do you think in that respect the Courts have as ample a discretion as they ought to have?—No, I do not think they have; but I think that opens a very large question, and one of very great importance, which is, whether the Court, whatever the tribunal may be, should be tied down to the rules imposed by the founder. The founder of many of these charities has endowed schools and charitable institutions with a view to his notion of the state of society at that time, and fettered by such rules as he thought desirable. The Courts of Chancery have followed that as far as they possibly could, but where the objects have utterly failed they applied them *cy près*, that is, as nearly as may

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be, but when they have not failed, generally speaking the Courts have held themselves to be bound by the rules, however foolish and however absurd, imposed by the founder. Now I am disposed to think that it would be a useful thing if the Legislature were to interfere to enable the Courts to dispense with those rules; but there is a great deal to be said on both sides. If the Legislature were to interfere, and give a discretion to the Court of Chancery or any other body to neglect the statutes of the founder, and to make some uniform system of rules for all charities, it might produce this result: as many persons found charities with a view of perpetuating their name, and of attempting to do that which the law always opposes—creating a perpetuity—founding an institution which shall be perpetual; it is possible, if you established that system, that you might diminish the disposition of persons to found or give money to charities. Whether it would produce that effect or not I will not pretend to say. I am rather disposed to think it would not to any great extent, but it would completely alter the present system of English law relating to charities, and could only be done by an Act of Parliament. Why I say I do not think it would produce that effect is from what I have been able to learn respecting a similar system in Paris. You are aware that in Paris, though a person should give a sum of money to one particular charity selected from the numerous establishments there existing, the administration which has the regulation of them does not implicitly follow the wishes of the donor, but applies his gift in the manner which is thought most beneficial to the charities generally. A great deal of curious information is found upon that in the annual reports made by the "Administration Generale de "l'Assistance Publique." This has come before me lately in the distribution of a large residue under Lord Henry Seymour's will, who gave it to be divided "*entre les hospices de Londres et de Paris;*" of course what *les hospices de Londres* are is an excessively difficult thing to determine, but with regard to *les hospices de Paris* it is not at all difficult; it there goes to the "Administration de l'Assistance Publique," and they divide it as they think fit. I do not find from the best inquiry I could make that this system of distributing gifts and regulating charities has at all diminished the gifts or bequests made to charity in that country.

13,434. Taking the whole range of the business of these endowed schools, questions with regard to trustees where endowment is very small, questions with reference to the locality, and other questions that are constantly occurring, is it not the case that the jurisdiction of the Courts must be very much of an administrative character?—Yes, unquestionably, and it would be very desirable, as far as possible, to have fixed rules for that purpose, and to administer the whole together in one body.

13,435. Do you not think, whatever rules were laid down, it would be necessary that any Courts sufficient to manage these charities and really take care that their income was devoted for the purposes of education in the best manner should have very considerable discretionary powers?—Yes, I think they should.

13,436. Do you think the present system of the four Equity Courts and the Charity Commissioners is as good a system as could be provided to administer these funds with or without larger discretionary powers?—I should have been disposed to have given the Charity Commissioners the whole of the discretion for the management of the fund with a power to them when any question of law came to state a case for the opinion of the court of law; that would have been my general notion, not leaving the decision of the point of law to them, because nothing is

more important than that the law should not be in doubt, and the more you multiply Courts, particularly with the same jurisdiction, the greater contrariety and diversity of decisions you obtain unless controlled by one easily accessible Court of Appeal.

13,437. Do you mean that you would leave the non-contentious part of the business pretty much to the Charity Commissioners?—Not only the non-contentious, but a great deal of the contentious part, such as where there was a quarrel about who should be the schoolmaster, and things of that sort, which are contentious—all which is purely administrative.

13,438. Would you leave that with an appeal in all cases to the Superior Courts?—The question of appeal depends so much on the constitution of the body; it is very dangerous to have a Court without an appeal, I think.

13,439. If there was the right of appeal, would it not be well to have some efficient check through the instrumentality of the Attorney-General, or in some other way?—Yes, you might require them to state a case as they do now from magistrates and the like to the Court of Queen's Bench. I have not, however, much considered that question.

13,440. You think there ought to be an appeal, but that that appeal should be carefully guarded?—Yes, you should not have an appeal about trifling matters, especially if the costs are to fall on the charity, which is the usual rule in these cases.

13,441. There is a very considerable degree of control, is there not, now exercised over these charities with regard to an appeal?—Very little, I think.

13,442. Does not the Attorney-General exercise a great deal of control?—He may do so, but that is out of court; many of these charities are contested by private individuals over whom the Attorney-General can have no power.

13,443. But is any private individual allowed to bring an action with regard to an endowed school without the sanction of the Attorney-General?—Generally speaking the Attorney-General hardly ever refuses his fiat to an information at the relation of any person who has any case at all. It is considered almost *ex debito justitiæ*.

13,444. Is it not the case that the action of relators has almost altogether ceased?—No.

13,445. It is still in active operation, is it?—It is still in operation, though not very actively. There are much fewer informations filed now than there used to be. That arises very much from the great interference with abuses and the regulation of charities generally, but it is quite open to any person to file an information to-morrow on any subject, who has a proper case, and obtain the Attorney-General's fiat.

13,446. Does he occasionally affix certain conditions to this fiat, viz., that the costs shall be borne personally by the relator and not by the charity trusts; and does he not in other ways exercise a very vigilant and effectual control over such actions?—I believe not. I believe that the liability of the relator as to costs, which always exists, depends upon the decision of the Court and not at all upon any condition of the Attorney-General. When I was first called to the bar, unquestionably the number of informations were enormous, it was a mere trade. Persons used to find out defects in the administration of a charity and then file an information for the mere purpose of getting the costs of the proceeding paid out of the estate, though the charity could not benefit by it at all. That, no doubt, is almost entirely discontinued. It is quite true, also, what I had forgotten and ought to have mentioned before, that the relator cannot now go to the Attorney-General, as he used to do, but he must in the

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first instance get a certificate from the Charity Commissioners for that purpose.

13,447. That is a very considerable check?—Yes, it is.

13,448. Your Lordship has expressed an opinion that you thought there might with advantage be some general rules laid down for securing uniformity in the decisions of the Courts; must that be done by an Act of Parliament?—No, I do not think that would be necessary unless you altered the law. The rules of law now existing would be regulated by former decisions and by the decision of the Court of Appeal.

13,449. I understood your Lordship to say that you thought a wider discretion might with advantage be given to the Courts than that which they now feel themselves at liberty to exercise?—No, I am not sure that I meant to say that. I think a very wide discretion might be allowed in the mere administration of the charity, but in the decision of the points of law or the rules of law affecting them, I do not think they can properly exercise a larger discretion than they do at present.

13,450. With regard to the application of the *cy près* doctrine, with regard to the arrangements with reference to the trustees, and with reference to the facility of getting rid of an incompetent schoolmaster and points of that sort, I believe there are many such points in which the Courts feel themselves somewhat hampered with the limited discretion which they have, and they might move more freely and perhaps more usefully if they had a wider discretion?—I think on the *cy près* doctrine they might do much better if they had a wider discretion, but I think the discretion is very wide even at present. If I remember right, Lord Cottenham held that in the case of Lady Mico's charity a large sum of money which was given for redeeming slaves at Algiers, might be applied *cy près* for the purpose of education.

13,451. An opinion has been expressed to us by very high authority that it would be of advantage that the third clause of Sir Eardley Wilmot's Act should be repealed, and thereby the discretion of the Courts enlarged; does your Lordship concur in that opinion?—You refer to the clause dispensing with the teaching of Latin and Greek in grammar schools in cases where it had become necessary from the insufficiency of the revenues of the grammar school. That was meant to relax the rule.

13,452. (*Mr. Acland.*) Is it not the fact that it is rather difficult to define the income which is held to be insufficient, and practically, therefore, that clause operates to make it necessary for the Courts to interfere?—It is quite clear that using the word insufficiency in this clause makes it impossible for a Court to interfere except in a very glaring case.

13,453. (*Lord Taunton.*) I understand your Lordship to say that there might be an advantage in repealing that clause?—I think it would be a very desirable thing to give full power in all grammar schools to dispense with Latin and Greek.

13,454. (*Mr. Acland.*) Without regard to the sufficiency of income?—Without regard to the sufficiency of income, but leaving it solely to the discretion of the Board which administers to the charities whether it is a proper case for it. That is a discretion which I would leave to them. I do not suppose they would put an end to Latin and Greek at schools expressly devoted to those objects, as Winchester, Eton, and Harrow.

13,455. (*Lord Taunton.*) These schools are not under the clause?—No.

13,456. (*Mr. Erle.*) Do you think that a power to re-appropriate charities, to apply them to new purposes at a given time after the death of the founder, would be free from the objections which you apprehend in

checking charities?—I think it would; I doubt whether taking the entire control of the whole matter, regardless of the founder's wishes, would diminish much the money given to charities. Nothing can be more foolish than some charities which I have met with, ludicrously, childishly foolish.

13,457. When the existing Charitable Commission Act was introduced by Lord Cranworth, he proposed this clause; that in the case of any charity founded more than 60 years previously, and where it shall appear that the charity had no beneficial results, or that the benefits are insignificant having regard to the income, and the income under the new scheme could be beneficially applied to other charitable purposes in the same district, that that should be done, should you think that a convenient power to vest in the Courts?—Yes, I should think so.

13,458. And that would not check charity?—No, I do not think it would. But on this subject there is one matter I wish to mention. I do not know whether it lies within the scope of your Commission, but it has always struck me very much. This is the great cruelty which persons frequently inflict upon their near relations by leaving all their money to charity for no reason whatever that can be discovered unless it be ostentation; where, perhaps, they leave young children that could not possibly have intentionally done anything to offend them, and who are thus left in comparative penury. I have known two or three very flagrant cases of that description. If I had to frame a law, though it is very dangerous to restrict the testamentary power of testators, I should be disposed to enact that a man might give what he pleased in his lifetime, only subject to restrictions similar to those now imposed by the Mortmain Act, with regard to land, but that where a man has relations as near in degree as nephews or nieces, he should not be allowed to dispose by will of more than a certain portion of his property in favour of a charity; And that that aliquot part should be proportioned inversely to the nearness in degree of the relative he leaves behind him, like legacy duty. This opinion has arisen solely from my having seen cases which I thought very hard. I have one now present to my mind where a man has left a large fortune away from an only child, a girl whom he had brought up in affluence, and whom he left in straitened circumstances.

13,459. I think it has been proposed by a person whose judgment is entitled to the highest respect, that persons intending testamentary gifts to charity should be bound to get some official approval of those dispositions in their lifetime, have you seen that?—No, I have not. That might be very useful. I merely wished to call attention to the fact that I have known such things occur.

13,460. It would probably check charity very much, but you think would be beneficial?—It might check it to some extent, it would not check a person who really wished to do charity for its own sake and not for ostentation.

13,461. (*Lord Lyttelton.*) The *cy près* doctrine, subject to a few particular exceptions, is of universal application in Courts?—Yes, where the original endowment fails.

13,462. Do you conceive that the Courts, or a body like the Charity Commission, or any body except the Legislature, might under any circumstances have the power of setting that principle aside, apart from the question of practicability, and even though it should be clear what might be the nearest to the intention of the founder? Might not such body have a power of disregarding that principle on the ground of policy and expediency?—Yes, I think it would be desirable. In the case I referred to of Lady Mico's charity,* I think the Courts applied the fund

* Attorney-General *v.* Gibson, 2 Beav. 317.

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to the education of negroes in the West Indies in the first instance, and generally for education in the English colonies. I think that wherever the original endowment failed, I would allow the persons who had the administration of it to apply it as they thought best.

13,463. Where it fails in its literal sense?—Where it fails in its literal sense.

13,464. With reference to appeal, you think that any appeal from the Charity Commission to the Court ought to be certified, not on technical grounds, but as a reasonable appeal, by some permanent authority?—I think it ought to be as much as possible limited to cases of law. I do not see why you may not trust a body of men to whom you entrust the administration of the charity, that they would not act with partiality or injustice, as for instance to a schoolmaster or the like.

13,465. But would you allow any point of law to be carried to appeal?—I think I would allow any *bonâ fide* point of law to be carried to appeal, unless it was a very trivial matter.

13,466. (*Dean of Chichester.*) There is a great deal of property left for public purposes in the United States of America, is there not?—I believe to a large amount.

13,467. Does your Lordship know what their rule is?—I do not.

13,468. (*Dr. Storrar.*) In cases where sums of money are left to be expended in purposes of doubtful advantage, for instance, doles, which very often do more harm than good, do you think it would be an advisable thing that a power should be vested somewhere to apply that money to other purposes, such as education?—Yes, I do; those are just the cases. A great many gifts for charity are practically given in relief of the poor's rate. It would be very desirable that they should be employed in some useful purpose.

13,469. That would extend the powers of the Court of Chancery very much beyond what they are at the present time?—Very much, and it is not properly a legal question, it is administrative, it ought to be left to a body of persons who administer the fund in charity.

13,470. (*Mr. Acland.*) Would you carry that principle as far as that where moderate sums were distributed in bread and cheese and coals, with the entire concurrence of the body of trustees, and the number of poor people who were interested in them, you would in such a case as that remove that right of property which these poor people feel that they have without abuse shown?—I am very much disposed to think, that if I had the administration of it I would give the power, but if I had the administration of it I should consult persons who actually gave the money in the neighbourhood, to see what effect it produced. If it produced a beneficial effect by conciliating the poor to the rich and the like, forming one of the links in the graduation of society, it might be proper to retain it.

13,471. Might not this feeling arise, that if a small sum of twenty or thirty pounds was suddenly taken away from the poor who had long enjoyed it, that they might feel that they were losing their share in the security of property in the country, and that the rich were in fact saving themselves the duty of subscribing to the school?—I do not think that I should do so in any case, I should not approve of its being taken away from a person who was enjoying it, and who had enjoyed it; it could only, I apprehend, be stopped with respect to the future, by providing that no fresh persons should be put on the list. I do not think in any case I would take it away from a person who had already got it.

13,472. That was not exactly the drift of my question, which was, whether there would not be great risk of the poor being dissatisfied, and thinking, that by applying thirty or forty pounds to school purposes, which they had hitherto had in actual food, that the rich were really

saving themselves the responsibility of keeping up the school?—I do not know. I think that would be a matter which should be ascertained from information at the places where those charities were administered. The sole object, I apprehend, in administering the charities at all, is to do the best you can for the poor.

13,473. (*Dr. Storrar.*) You would have to consider a case of that kind, in view of other cases where large annual grants of money were absolutely corrupting the independence of a district?—Yes, I certainly have known a great deal of harm done by very large charities in a county of England with which I am acquainted.

13,474. (*Lord Lyttelton.*) Do you think the objection on the score of public policy, by the practice of the Court, is interpreted with sufficient latitude?—I am not sure how it is interpreted, I am not sure that I exactly understand the drift of the question.

13,475. Whether it is looked upon in a narrow way—whether it must be a glaring case of opposition to public policy that authorizes the Courts to set aside a bequest?—Of course Courts will set aside a bequest which is contrary to morality or public policy. I had a case * before me, in which a man left a considerable sum of money (5,000*l.*) to be applied in purchasing the discharge of persons committed to prison for non-payment of fines or expenses under the game laws. It was gravely argued that that was a perfectly good bequest, but I held that it was opposed to public policy, and refused to execute it.

13,476. Is there an uniformity of principle traceable through all the decisions on the point of public policy?—I daresay there is not, but I do not think they are very numerous; the cases against morality are very simple.

13,477. (*Lord Taunton.*) Is it not the case that Lord Chancellors, according to their personal opinions, have given directly contrary judgments with regard to questions of policy?—I think that was so formerly, but I do not think it has existed of late years, I think they are more bound by decisions and rules of late years.

13,478. (*Lord Lyttelton.*) Does it extend to the ground of expediency; might an endowment or trust be set aside for being manifestly very inexpedient?—No, I do not think it would.

13,479. Is there any legal definition recognized by the Courts as to what is public policy?—No, I do not think there is—or morality.

13,480. (*Dr. Storrar.*) May I ask your Lordship whether your attention has been at all turned to the claims of girls to participate in endowments for education?—No, I do not think that it has been particularly turned to that point, but I apprehend they have just as much right to it as boys.

13,481. In any deed of endowment where sex is not mentioned, and where perhaps the mere general term "children" is used, would that exclude the claims of girls?—No, certainly not.

13,482. (*Mr. Acland.*) Not even if there had been a long practice of admitting boys only?—Practice might supply the place of the endowment, or give an interpretation to it, but if a man left a sum of money for the instruction of children, if that came before me, I should say that extended to girls as much as boys.

13,483. (*Dr. Storrar.*) It is alleged by some of the advocates of female education, outside this Commission, that many endowments were originally designed for the education of girls as well as boys, and indeed, were originally participated in by girls as well as boys, but have in

* Thrupp *v.* Collett, 26 Beav. 125.

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course of time become absorbed exclusively by boys. Supposing a case of that kind were to come before a Court, would the Judge, I will venture to say your Lordship, feel himself entitled to re-apply a share of that endowment to the education of girls?—I think as you put it he would.

Adjourned.

Wednesday, 21st February 1866.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART., M.P.
DEAN OF CHICHESTER.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

[N.B. *The evidence of H.R.H. the Duke of Cambridge,* Q. 13,482 *to* 13,566 *has been transferred to the preceding volume, page* 824.]

Rev. W. Rogers, M.A.
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Rev. WILLIAM ROGERS, M.A., called in and examined.

13,567. (*Lord Taunton.*) I believe you are the rector of St. Botolph's, Bishopsgate?—Yes, I am.

13,568. How long have you been in that position?—Two years and a half.

13,569. You are also chairman of the Governors of Dulwich College?—Yes.

13,570. And formerly incumbent of St. Thomas', Charterhouse?—Yes.

13,571. I believe you have taken a very prominent part in the movement which has attracted so much attention, for supplying the want of cheap middle-class education in London?—Yes.

13,572. Will you have the goodness to state to the Commissioners what induced you to think that movement to be necessary?—There are various reasons which I might mention. When I was at St. Thomas', Charterhouse, I saw the great necessity for that sort of school, and I established one there which answered very well; and when I removed to Bishopsgate I found that I had more to do with the class of people such as clerks and what may be called the lower middle class, even than in my former case. I found in Bishopsgate many of the scholars in the school I had established at the Charterhouse, and the parents frequently asked me whether I was going to adopt any steps for establishing middle-class schools. The more I inquired into the matter the more I found that there was a great demand for that sort of school, and I have always borne the matter in mind. I saw there was an opening last autumn for starting it, and so with the co-operation of certain gentlemen interested in the question, we took steps accordingly for the establishment of a system of middle-class education for the metropolis.

13,573. You found a very great disposition on the part of London merchants and others to support you by pecuniary contributions?—Very great indeed, much more, in fact, than we ever expected. In the first place, I should say, we thought we should be able to obtain funds from the charities, that was the origin of the start, and perhaps I might say that when we called a meeting at the Mansion House that was the chief object in view. Subsequently Mr. Baring, Mr. Freshfield, Mr. Tite, and some of the leading gentlemen in the city, went with me to the Charity Commissioners, and we stated what we wanted, and asked them if they approved of taking these charities that were not used and applying them to this kind of education.

13,574. Do you refer to educational charities?—No; merely charities in the City of London for which there is no use, which are lying idle for want of recipients.

13,575 (*Lord Stanley.*) What becomes of them? Does the money accumulate?—The money accumulates.

13,576. (*Lord Taunton.*) Are they chiefly in the hands of the City Companies?—No; they are for the most part independent of the City Companies. We do not propose to touch those. They are in the hands of the City Parishes, the churchwardens and trustees of the parishes.

13,577. Are the funds of these endowments very considerable?—Very large indeed. There is a return which has been made to the House of Lords, moved for by the Bishop of London, which shows a large number. Two or three parishes first attracted my attention. I may mention St. Andrew Undershaft, where they have 30,000*l.* which they do not know what to do with. Then there is St. Dunstan's-in-the East with some very large funds indeed.

13,578. What were these endowments originally intended for?—For the benefit of the parish, I think. In St. Andrew Undershaft there was the "Old Cock," a famous lunching place, opposite the Royal Exchange. They sold the "Old Cock" to some insurance company, for which they got 30,000*l.*, and the money has been accumulating ever since.

13,579. Do you mean they did not apply it in any way whatever?—No; there are no poor recipients.

13,580. (*Lord Lyttelton.*) Is there no record in the original endowment?—I am not prepared to say, as I am not one of the parishioners.

13,581. (*Lord Taunton.*) In the aggregate these charities of the city of London make a very large sum?—Very large.

13,582. What is the course you and those gentlemen acting with you propose to take in establishing a system of education for that portion of the middle class to which you have adverted?—I should state that we went to the Commissioners, and they said, "Well, gentlemen, "we quite agree in the propriety of a scheme of this nature, but who "are you? You are very respectable men no doubt, but you have no "*status* at present." When we went home we thought we would give ourselves a *status*. Some six or eight said they would give a thousand pounds a piece. That "*status*" having been given, we went to a few more, and then we called a meeting at the Mansion House, when we appeared with 40,000*l.*, which has now increased to 55,000*l.* Having obtained that, we are now applying for a charter, and then we hope, in fact I feel assured, that when we are once established, the trustees of these charities will be glad to co-operate with us.

13,583. How do you mean to apply this money, in a general way, when you have got it?—The 50,000*l.* we have got will be first of all spent in establishing a central school. We hope to get a site near the City of London for this purpose. Of course land is very expensive

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there. It will take up all our money to start a central school. Then, when that is done, we hope to establish schools all round London.

13,584. Will the central school be for day scholars?—We do not contemplate anything but day schools.

13,585. You hope to have affiliated schools all round you?—That is what we hope to accomplish.

13,586. What will be the extent of the district which you contemplate taking in beyond the City of London?—All round London, the suburbs generally. We shall include places like Hoxton and Islington.

13,587. Would you be likely to take in the whole of London in the postal sense of the word?—Yes, the postal district. Everything must depend upon how far people will be inclined to send their children to this central school, or whether they will require schools to be established in different places.

13,588. You say you would spend this money, in the first instance, in establishing a central school, then probably in building other schools. Do you contemplate the system to be self-supporting?—I consider it will be fatal if it is not. But when I say self-supporting, I mean of course we shall not pay interest upon the money spent on building. What I stated in my first letter was, that I think there should be an endowment for keeping up the building, for the repairs and so on, and also that there should be a certain endowment for the teacher. 20,000*l.* will be required for the site.

13,589. (*Mr. Acland.*) That is for the site only?—That is for the site only. Then 30,000*l.* I was told would be required for the building. I was rather staggered at that, but on inquiry I found it would cost 30*l.* a boy for a school of this description.

13,590. (*Lord Taunton.*) A day scholar?—A day scholar. I put for the building for 1,000 scholars, 30,000*l.* I believe that to be the general estimate. Then I put down 10,000*l.* for the repairs of the building; that would include the porter and anything of that sort; and 10,000*l.* for teaching. I think it is desirable in this sort of school to have some endowment for the teacher as a kind of nucleus. You would be able to secure a better teacher for it.

13,591. I presume you would make the income of the teacher depend considerably on the number of pupils?—Very much. But generally speaking there is a sort of professional pride in having some kind of endowment. I put that as being what I should like to have as the perfected scheme, but of course it is not absolutely necessary.

13,592. What amount of payment do you suppose would be required from a pupil in these schools?—We have put it down at 4*l.* a year.

13,593. Do you propose to admit girls as well as boys?—Well, it is rather difficult to cope with that question. We do not put the girls forward at present. Of course we shall do so eventually. But it is a difficult question.

13,594. From your knowledge of the population about you, do you believe that the daughters of families require education at least as much as the sons?—Quite as much, and more. The only difficulty about it is in moving them. We could bring the boys to a great centre, but not so the girls. In my previous case we had a large school for girls, and it answered very well; the payment was about sixteen shillings a quarter.

13,595. Day scholars of course?—Yes.

13,596. (*Lord Lyttelton.*) Would not it do as well in the present proposal?—This Charterhouse school was more of a local school. You

would be obliged to have more schools if you took girls. A central one might do for boys.

13,597. (*Lord Taunton.*) Have you matured any scheme of education, a course of education that you propose to give these boys, or is it left to after consideration?—It is left very much to after consideration. The great principle we have laid down is to prepare the boys for the commercial and industrial work of life.

13,598. Will it be a classical school to any extent?—No; that is one of the things we are all agreed upon, no classics.

13,599. (*Lord Lyttelton.*) No Latin or Greek?—No. I may as well say at once, that it is not our intention to introduce Latin or Greek as the *corpus* of the education.

13,600. Not the elements of Latin for any purposes?—No.

13,601. (*Mr. Acland.*) You will exclude Latin altogether?—Up to the present moment that is our intention.

13,602. (*Lord Taunton.*) With regard to French or German?—French we shall certainly teach.

13,603. (*Mr. Acland.*) Will you exclude or include mathematics?—We shall include mathematics certainly.

13,604. For all the boys?—Of course arithmetic will be taught. How far they will advance in mathematics must depend on the age to which they remain in the schools.

13,605. I will put the question in another form. Do you mean to make mathematical education a general rule for all boys so far as they are qualified?—Quite so.

13,606. But you would not allow a boy who wished to learn Latin to have the opportunity of doing so?—As far as at present advised I do not know that we should. It is rather awkward to state positively anything about this, because we do not know what we shall do till we have appointed our master; he might bring forward arguments to persuade us; but our idea is, generally speaking, no classics.

13,607. (*Mr. Baines.*) You would take German?—German or French. We propose to give a commercial education, and a thoroughly good English education, and one other language.

13,608. (*Lord Taunton.*) You will not found them on the proprietary principle?—No.

13,609. At the same time I presume the general management would be under some committee or council constituted by those who have been the greatest supporters of the school?—Quite so. Our charter provides that everybody subscribing 100*l.* and upwards shall be a governor, and that there shall be a council of 25.

13,610. Will there be any pecuniary interest on the part of the governors, any preferential power of nomination?—It is inserted in the charter that every one who subscribes 100 guineas shall have a nomination.

13,611. But will the nominee have any advantage over the boy who comes without a nomination?—None whatever. But we consider that as these gentlemen have given the money they should have the priority of admission; that is all. The boys so nominated would get no advantage except priority of admission.

13,612. This movement has been supported by persons of all religious denominations?—By all denominations.

13,613. Jews, for instance?—Yes, they subscribe largely.

13,614. How will you deal with the question of religious instruction in these schools?—In the first place we must remember that they are *day* schools, and in the next place that the people for whom they are designed are a religious class. I believe the class who would come to

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these schools are those who fill the chapels and churches; therefore I do not think we shall be so much bound to look after the religious instruction as we are in a National school, one founded for missionary purposes. And I think I may say that it is the general opinion of the committee that this matter will be best left to the master; the council will appoint a master, and then we shall leave it to him. Of course there is a difficulty in this matter, but I think it is for the master to meet that difficulty.

13,615. Are the Commission to understand that the principle on which your school is founded in that respect is that the secular instruction shall be available for the children of persons of all religious denominations without any risk of the peculiar opinions of the parents being violated by his child being taught any religious doctrine to which the parent would object?—Quite so.

13,616. Are you sanguine in the hope that this movement will acquire proportions which will go a great way to supplying the want of education for this class of society which is now notoriously felt in the great populations of London and its vicinity?—As far as any one can be sure of anything I feel confident of it, because I think it is a thing which is excessively wanted. Wherever I go into, such places as banking houses and the like, the clerks all thank me of their own accord. They say how much obliged they are, it is the very thing they have been all longing for.

13,617. But besides the great merchants and rich people of the City of London, do you think it is likely to receive support from other men of property and weight not actually engaged in trade, who live in other parts of the metropolis?—That is what we hope, that people in other parts will apply to us, it may be for advice, or perhaps for money. They might say, "We wish to establish a school of this sort, will you give us "advice and assist us in the building;" and we should say we will do so.

13,618. The question of building and purchase of a site would be more easily met in most parts of the metropolis, than where the central school would be?—Quite so. You might build a good school for 10,000*l.* in other parts of the metropolis.

13,619. (*Lord Lyttelton.*) You have stated that the school is to undertake to give secular knowledge on a certain scheme, and that the parents are to be assured that there is no danger of interference with their own religious principles, nor with that of their children; but there are two distinct ways of doing it; one, by not having to do with religion at all, the other by teaching it with certain safeguards. We have heard that the principle upon which the school is to be founded, as far as the committee, or charter, or rules make any announcement about it, is that, being a day school, secular knowledge is all that is to be given; is that the case? Is there to be nothing about religion in the constitution of the school?—I do not exactly know. It is utterly impossible to exclude religion. You could not go and say to a master, you would not get any one to say to him, "You shall not "teach religion;" because there is a religion common to all citizens. Suppose he is teaching physiology or history, he must draw inferences. I do not say our board would exclude the idea of teaching religion.

13,620. Is there to be no separate integral part of the teaching which is to be the teaching of religion? It has been so stated in the newspapers.—The newspapers have stated a great deal more than we know.

13,621. Can you tell us how it is?—It is exactly what I mentioned, that we shall leave it to the master. Supposing the master finds

that the scholars and parents would wish it, he would teach it, not otherwise. We shall not say to the master, "You shall teach "religion, or shall not teach religion." We shall say, "It will be your "business to conduct the school upon such principles as will not offend "any of the people."

13,622. The master has not been appointed yet?—No; we are not embodied yet.

13,623. Have the committee come to the resolution, that they will tell the master, "we will leave it to your discretion whether to teach "religion or not"?—There is no resolution to that effect, therefore I should be sorry to say more than that; that is the general spirit of the committee, and it is an understood thing by the subscribers.

13,624. (*Lord Stanley.*) The feeling of your mind is this, that if the master is a sensible man, that theoretical difficulty will come to very little in practice?—I am quite convinced of it. All these difficulties come from without, not from within.

13,625. (*Lord Lyttelton.*) You say that the great majority of elementary schools in the country are day schools, and the vast majority of people in England are in favour of religion being taught to the children of the poor; that is on the assumption that the parents are not qualified and able to teach it in that class of life, whereas it may be fairly supposed that in the middle class the parents will take care of the religious training of their children at home?—Quite so.

13,626. And you do not profess to give a complete education, but only to teach certain things, leaving the general training and discipline to the parents?—Yes; but I want to be clearly understood that we do not exclude religion; it just makes all the difference. I consider that religion may be taught without offending anybody. You may leave the teaching of the distinctive religions to the parents.

13,627. Is there any provision in the charter about it?—No.

13,628. The charter has not been given yet?—The charter has not been passed, nor do I consider that it would be necessary to put that into it.

13,629. (*Mr. Acland.*) Has the petition for the charter yet been sent in?—No, it has not been sent in.

13,630. (*Lord Lyttelton.*) There is no provision as to whether the master is to be a clergyman or not?—No.

13,631. That is left free?—It is left free.

13,632. (*Sir S. Northcote.*) There is a distinction, obviously, between giving religious instruction incidentally in the course of other lessons, and having distinct religious lessons for the purpose of teaching either doctrine or in some other way giving religious instruction. Do you contemplate having distinct classes for that purpose?—I think I may answer that supposing the master shall find it was desirable to do so he might do so, but not in the ordinary school hours.

13,633. On the appointment of a master, if he should put to you the question, "Am I at liberty to open classes for that purpose?" your idea is that you would give him free liberty to do so if he thought proper?—I should think so, certainly; but he must apply to the council first.

13,634. (*Sir S. Northcote.*) Suppose the master expressed a wish or intention to establish a class in which the Church Catechism was to be taught, would you say "We leave that to your discretion," or would you say, "We shall bind you by certain rules to prevent giving offence "to persons who are not members of the Church of England"?—I think from what I know of the committee that they would not allow that to be taught as the *corpus* of the education, not to be taught in school hours.

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13,635. (*Lord Taunton.*) They would not have compulsory attendance of all the pupils to the Church Catechism instruction?—Certainly not.

13,636. (*Lord Lyttelton.*) There would be no restriction on the master as to teaching Scripture?—We should put no restriction on him certainly.

13,637. (*Mr. Acland.*) Do you contemplate this institution being not only a single school, but a centre of a group of schools?—We hope so.

13,638. Therefore you have had to consider generally what you think would be a good basis for providing for the education of the lower middle class in the metropolis?—Yes, decidedly.

13,639. Have you considered this question, whether it is desirable that all the schools which you desire to set up should adopt a uniform basis of general rules, or are you open to accept schools having a more distinct religious basis provided they conform to your general objects?—I think we should. We contemplate such a thing. I should say that since we have started many of the City Companies propose to establish schools. Well, I think they might come to us and say, "We "should like to be under your advice. Can you tell us where a school "is wanted?" and they might say, "We should prefer our school esta- "blished as a Church of England school," and I suppose we should say, "Very well, you may, in union with us, but we cannot have any- "thing to do with you if it is not a commercial, as distinct from a "classical, school."

13,640. Probably you would be equally open to a similar offer from a committee adopting the principle of the British and Foreign Society, or one connected with the Wesleyan, Baptist, Unitarian, or Roman Catholic body?—Yes, we should certainly be. We do not care what they are so long as they conform to our regulations.

13,641. Would you state in general terms what would be the main object of those regulations? Would those regulations mainly affect the character of the secular education—if you do not take that as an argumentative point—given in the school, namely, that it should be distinctly commercial, and tending to fit boys for the commercial and industrial work of life?—Yes, that would be the object of our regulations.

13,642. And provided that object had a reasonable prospect of being obtained, you would not object to any particular religious faith which the committee or the master might hold as the principle on which they themselves would discharge their public duty?—I should answer that I think we should not, supposing the object in founding the school was not propagandism.

13,643. Do you contemplate attaining that end by expressing your willingness to receive into union schools having a somewhat distinctive character, provided they would give you the assurance that they would not act on propagandist principles, but that they were willing to receive members of other denominations into their school on such conditions as would not give offence to them?—Yes, I should say so.

13,644. As regards your first efforts, your first point will be to establish a school?—Yes.

13,645. You think that the public with whom you are dealing, both as subscribers and as parents, will be quite satisfied to leave the selection of the master in the hands of the majority representing the donors on the understanding that the master is to be a good teacher, a practical man, and a moral man, without inquiring minutely into his faith, and leaving him entire discretion as to his own religious conduct.

and faith, provided he does not interfere with your general object?—Yes.

13,646. (*Lord Lyttelton.*) Does the committee state that?—No. The present committee is appointed for the purpose of raising subscriptions and obtaining a charter.

13,647. It is a Provisional Committee?—Yes. The council will appoint the master.

13,648. (*Mr. Acland.*) The object which you are aiming at is one which, if successful, will have a very great effect upon the general education of the middle classes in England, and if I understand you rightly it is this, that you would rely on the voluntary organization of benevolent persons, trusting to the general tone of morality and common sense in the community to make a wise selection of the teachers, but not thinking it necessary to make any documentary stipulations as to opinions; and my question now is, do you think that on the whole that is the best course to be taken by those who wish to promote the education of the middle classes in England?—Yes.

13,649. Do you apprehend any difficulty in inducing religiously minded persons to undertake the education of the middle classes on the understanding that while they are not hampered in their own faith, they are to teach as religious men without offending what may be called the sectarian prejudices of others?—None whatever.

13,650. (*Dean of Chichester.*) What is the present condition of middle-class education in your neighbourhood?—I should say, as far as I know, exceedingly bad.

13,651. Are there not some good middle-class schools with small payments? I am asking this with an object.—No doubt there are.

13,652. You think there are?—I think so.

13,653. In what would be the superiority of your school over those of the present existing middle-class schools?—In the first place, there are not a sufficient number of these schools for the demand; in the next place, these schools do not provide the education that is required, and they are much more expensive.

13,654. You would charge 4*l.* a year? What is the sum now charged in those schools?—Nothing under 30*s.* or 2*l.*

13,655. 30*s.* or 2*l.* a quarter you mean?—Yes.

13,656. Is not Latin taught in the middle-class schools now established?—In some of them.

13,657. Is not that *bonus* held out to make a distinction between those schools and National schools?—Allow me to ask you of what schools you are talking as middle-class schools—academies, commercial schools, and so on?

13,658. Yes.—I do not think Latin is taught there.

13,659. I was thinking of those schools set up on speculation to educate the children of the middle class?—Latin is not generally taught in those schools.

13,660. Are those private schools generally connected with any religious denomination or not?—No.

13,661. (*Mr. Baines.*) May I ask if the charge which you propose to make of 4*l.* has been calculated as likely to meet the annual expense of teachers and other expenses?—Yes, it has been calculated that it will.

13,662. Is it also the result of your former experience that the 4*l.* will meet the expenses of such a school as you contemplate?—Yes, certainly.

13,663. Are you obliged to starve the education for that purpose in order to bring it within 4*l.*, or do you consider that you give an educa-

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tion as extensive and sound as is desirable for the class of society for which these schools are intended?—I think decidedly so.

13,664. Do you think that 4*l.* is not lower than the bulk of the clerks, book-keepers, and assistants in mercantile establishments could well afford to pay?—I think not. We have considered that where a man has a family, with a salary of 150*l.* or 200*l.* a year, if he has two or three children it is utterly impossible for him to educate them on that money at the present charges in schools.

13,665. If he had two or three children it would only amount to 8*l.* or 12*l.* a year; that would be a small proportion of his income?—That is a great sum of money out of 200*l.* a year, besides feeding the children.

13,666. I wish simply to ask whether you have looked at those things, and thought that 4*l.* is reasonable, and that it would also be self-supporting?—I do.

13,667. (*Dr. Storrar.*) You mean that 4*l.* would be adequate provided the plant of the school is supplied?—Yes. What I stated before was that I require to have my buildings, and my buildings kept in order; and I should like, if I could, to have some sort of endowment for the teacher.

13,668. But in such a place as the City of London, where land and buildings are expensive, school plant forms a very important item, does it not?—Quite so. I put it down here, the whole at 70,000*l.* I want a *corpus* of 70,000*l.*

13,669. (*Mr. Acland.*) Is that for the first start of a thousand scholars?—Yes.

13,670. (*Dr. Storrar.*) The advantage of having a school organized such as you contemplate would be this, that instead of leaving the parents whose children are to be educated to the chance of getting good education, you throw the appointment of instructors into the hands of a committee who are likely to exercise their responsibility with judgment?—Quite so; that I consider one of the great advantages of the school.

13,671. (*Mr. Acland.*) About expenses. Do you think it quite essential to your plan to have a uniform scale of charges, or would you take into account the different circumstances of the heart of London and the outlying districts of London, and also would you not think it worth while to make some distinction as to the rate of expense, so as to meet the wants of the higher clerks and artizans?—I take it that the 4*l.* would meet those.

13,672. Do you not think it would be desirable to have it in some cases a little lower, and in some a little higher, or is it a principle with you to adhere to that?—It would destroy the whole plan. The object of it is to be as simple as possible. There is a great difficulty as to saying this is to be charged so much. We have discussed that matter, and determined to adhere to the most simple possible mode of conducting the thing.

13,673. You would not pledge yourselves to any definite sum to be permanent? You would feel your way?—We cannot tell what may happen, but at the present moment all our inquiries go to show that 4*l.* a year would meet the requirements of that class.

13,674. It has been stated that under the operation of the Revised Code the tendency is constantly to concentrate the attention of the master—I am giving no opinion—upon reading, writing, and arithmetic, by which alone the capitation fees are made, and that the tendency of that is to exclude from the school a number of the more intelligent artizans' children who used to frequent those schools. Do you not think that there might be a class of persons just above the National schools

who would be unwilling to pay as much as 4*l.*?—No, I think they would pay 4*l.*

13,675. (*Lord Taunton.*) Have you any apprehension that your system might have a tendency to discourage good schools that are matters of private enterprise, and that do meet to a considerable extent, in many parts of London and the environs, the want of education for this very class? They will come into competition with your schools, which, from the advantage of good endowments for building purposes and otherwise, are able to afford as good an education or better. Are you afraid it would discourage the efforts of existing schoolmasters or those who might wish to embrace that profession?—These schools have been established on the firm conviction that the education in those schools is not adapted to the wants of the people, and we intend to establish these schools to supply the deficiency. If it is found that the present system is the best, well it will be shown. It is like every other competition, railways *versus* the old coaches. If people prefer to go by the old coaches they can go, at least they could till the old coaches were driven off the road by the superiority of the railway.

13,676. (*Mr. Acland.*) Have you fully considered, in deciding to have a school for as many as a thousand boys, the question whether some parents would prefer smaller schools?—My impression is they will prefer the larger school. It has been very much pressed upon us to have smaller schools in different quarters, but it appears to us that a large central school should at first be established; more interest will be taken in it by the people of London. The merchants will go there probably for clerks and young men. It will give it a great name, and altogether it will be a much more popular thing. And another reason is, that it is so very difficult, as you gentlemen know better than I do, to find a good master. If we establish half a dozen schools under inferior masters we shall get into discredit. If we can find *the* man to establish this school, we can branch out afterwards.

13,677. From whom did that pressure for small schools come, from the donors or from parents?—No, the donors have done nothing. They have given their money and "paid up" in confidence that we shall make the best arrangements; but people write letters and say this and that, and I may say that all the objections have come from people who have not given us twopence.

13,678. What kind of persons do you contemplate having as masters? Do you think of having a graduate at the head and certificated masters as assistants, or do you see looming in the distance the class of persons who will be suited to your work as teachers?—We have put into our charter that the head master must be a member of one of the universities. That is rather extensive you know.

13,679. When you speak of the universities you include London, I suppose?—The universities of the United Kingdom, of course. I think there is a class of men coming up, especially university men; there has been more talk about education and so on lately, and I think there is a class growing up who will take it up as a profession.

13,680. (*Lord Lyttelton.*) Have you any idea what the net income of the head master of this school of a thousand boys ought to be?—We put it down, I think, at about 500*l.*

13,681. (*Mr. Acland.*) And a house?—It is to be hoped we shall. Here is a letter written by an adversary. He says it is impossible to teach a thousand boys at the charge of four guineas each. "Again I "am led to ask, can such an assumption have been made by a man "who had seriously counted the cost?' Even supposing you had "got your building, and that there is sufficient endowment to pay for

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" repairs, insurance, rates, taxes, warming, lighting, and all the thou-
" sand and one expenses, which (to the cost of us who know something
" about it)"—he is a private schoolmaster—" 'take the gilt off the
" 'gingerbread,' how are you going to pay for the tuition of 1,000
" boys on 4,200*l.* a year? Let us suppose you teach these boys only
" English, French, and Latin, and I think you must do this, or you
" will not offer a better education than the parish schools supply;
" even so, you can scarcely give more than 50 boys to a master, and
" surely this is a very liberal allowance; but here at once you have
" 20 men to pay; can you offer them less than the ordinary certifi-
" cated masters receive? And, if not, can you get these 20 men for
" less than 2,500*l.* a year? But it would be too much to expect that
" all these, or any large proportion of them, should be able to teach
" French. How if we allow seven French masters for the 1,000, and
" give them 100*l.* a year a piece?" Well, really it is quite absurd to have seven French masters precipitated upon the place in this manner. " Our payments for tuition alone will thus amount to upwards of " 3,000*l.* a year, and our balance has shrunk to 1,000*l.* a year to do " everything else that is required. But not a word has been said of " our principal or head master yet; and if you are to have a really " efficient man, a man capable of organizing such a gigantic concern " and keeping it in gear, capable of driving this team of 30 subor-" dinates, capable of superintending everything, watching everybody, " arranging for everybody, and doing the work which only an expe-" rienced head-master is even aware of the existence of, you must pay " this man well, or good-bye to your hopes of success. But what be-" comes of your balance of 1,000*l.* in this case?" Well, he allows me a balance of 1,000*l.*, and also the salaries for French masters, because we are not going to have seven French masters. This is the letter of an adversary, trying to show it is impossible to do it, and he allows me a balance of at least 1,000*l.*

13,682. (*Lord Lyttelton.*) Is it your impression that you can get an efficient man, a graduate, for 500*l.* a year? Do you mean that net, over and above a house?—I really do think even the salary depends so much upon the man. In our experience we appoint a man, give him a tremendous salary, and we find he is of no use. It is not the salary that gets the man. If you were to advertise for a master at a salary of 1,000*l.* a year, it does not follow that you would get a good man.

13,683. But if you had a man who was thoroughly efficient and would be disposed to stay with you?—We should be prepared to raise the salary. I should not like to promise too large a salary at first. My objection would be that you would get some man in there who would think of nothing but Latin and Greek, and trying to get his boys to the university; and so the object of the school would be sacrificed. There has been a school established at Hammersmith, the Godolphin school, which was intended for the petty tradesmen's children. They appointed a man with a good salary, and with the opportunity of taking boarders. But what is the consequence? The school is not for the tradesmen's sons now. It has become a great school for the gentlemen. The master's idea is to send them to college; and it is against that that we wish to guard.

13,684. Have you calculated what income you may obtain from surplus endowments?—That would be almost impossible to say, because we do not know how far the Charity Commissioners will sanction it.

13,685. Did not the Charity Commissioners, in your interview with them, say there would be great difficulty about it, and much time neces-

sarily occupied before you could get any of these endowments?—Time would be occupied, of course. They must apply for a scheme. Since we have been established one of the charities has applied to be allowed to join us.

13,686. When you speak of the school being self-supporting, you look for the application of the interest of this large fund you have got, and anything you may get from the surplus fund of the charities, towards supplementing the payments?—No; we do not mean to lower the payments.

13,687. You look to what you receive from the interest of donations and the surplus of endowments to be added to what the children pay?—Yes; I look at this as being the merest drop in the ocean considering what London is. I believe we shall fill our school in a very short time. Directly we get this going we shall establish one at Walworth or some such place. Talk of a thousand. I take it as a mere drop in the ocean.

13,688. You think that for 4*l.* a year you would include the whole of the class for which you desire to work and possibly a few others; (that is a point of less importance;) it would include the whole of the middle class?—It would include the artizans, the smaller shopkeepers, and the clerks.

13,689. (*Dr. Storrar.*) Then you would rather say the lower section of the middle class than the whole of the middle class?—What we propose, looking at it in a city point of view, is to take all those who are not eligible for the ward schools, and cannot afford to go to the Merchant Taylors' and such schools.

13,690. (*Lord Lyttelton.*) You do not mean to ask what class a child belongs to?—There will be two rules: first, pay up; and the other, ejection, if they do not. It is always a great advantage to get a few of the better classes too.

13,691. You believe it to be a self-working system?—Quite so.

13,692. What do you think are the leading deficiencies in the education of the class for which you propose to establish this school?—Constantly in those schools of mine at St. Thomas's we had children coming from this sort of schools, and both the master and the mistress said they were so utterly inefficient, and what they learned was badly learned.

13,693. (*Mr. Acland.*) I will ask one question that ties on to that. How do you propose in so large an establishment as you are going to set up, to make it evident to the eye and feelings of the class you wish to assist that it is not a National school, because you do not apparently intend to introduce any subjects which will appear to give a social elevation to the school. You mean to give a sound education, very nearly consisting of the same elements as a very good National school?—A National school does not teach French to begin with; also a National school is a twopenny school. Everything in this country is measured by money.

13,694. You think the pecuniary payment and the addition of French and other subjects will sufficiently distinguish the school to the popular imagination to ensure the reasonable elements of success if well conducted?—I think so.

13,695. (*Sir S. Northcote.*) On what principle do you propose to exclude Latin? Is it for fear the school should rise above what it is intended for, or that you do not think Latin likely to be useful to the class you intend to benefit?—Upon both grounds. I think if you once introduced classics the master's ambition would be to get the boy off to the university.

13,696. (*Mr. Acland.*) Sir Stafford Northcote said "Latin"?—That is the thin end of the wedge. He would go on to Greek. I do

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not think it well to put it into the heads of these boys that they are not to bring their noses to the grindstone and work. If you give them a thoroughly good English education, with French or German, you do them more good.

13,697. Did you ever see the practising schools at St. Mark's, Chelsea?—Yes; I have been in them.

13,698. Have you reason to think that the practical result of learning Latin there, where there are low rates of payment, was that the children of tradesmen were drawn off from industrial life?—I have not followed them into their after-life, but I think the teaching of Latin in St. Mark's school has had a very bad effect upon the men who have come out. It has given them the notion that the great end of life is to be a clergyman and not a schoolmaster.

13,699. (*Dr. Storrar.*) May I ask you if it be not your experience that a thoroughly efficient English education, and French taught as it ought to be taught, are together capable if not of displacing the classics, to a large degree of supplying them, particularly for boys whose education is not to be extended beyond that time when they can go into a merchant's counting house?—In answer to that, I can only say that is my most decided opinion, as a non-professional man, because I am not a schoolmaster. It is only from seeing what takes place in boys in after-life that I can give an opinion.

13,700. I rather asked you as a clergyman whose vocation makes him at least familiar with the aspect of schools, though not with the details of instruction?—That is my opinion; that is my reason for appearing to be hostile to the classics.

13,701. (*Lord Taunton.*) Is it the case that the heads of the Church and the London clergy have, to any considerable extent, countenanced this movement for education within London?—The Bishop of London is very friendly to it, and has consented to be the visitor, and as such, *ex officio*, he will be one of the council.

13,702. (*Mr. Acland.*) Have any eminent ministers of other denominations connected themselves with you?—I cannot say they have. Mr. Morley, who, I believe, rather represents the dissenting interest in the city of London, is on our committee.

13,703. He is not a minister?—No. I mean Mr. Morley a member of Parliament.

13,704. Amongst your donors, have you a considerable number of non-conformists?—I do not exactly know what is meant. We have got all sorts; Portuguese, Greeks, Parsees, and members of all denominations.

13,705. (*Lord Lyttelton.*) Have you not many English nonconformists among your donors?—Yes, a great many.

13,706. (*Mr. Acland.*) And Roman Catholics?—Yes.

13,707. Any Jews?—Yes; several.

13,708. (*Lord Lyttelton.*) You expect the boys, generally speaking, to leave you at the age of 16?—That would be the general age.

13,709. (*Mr. Baines.*) Do you think that a fair and desirable age for young men going to business?—The only question is whether it is not too old.

13,710. Do you think boys sometimes conceive a distaste for business by being kept at school too long, and that they have a stronger relish for business when they go young?—My private opinion is that they do.

13,711. Has the question of the introduction of physical science at all been considered?—It will form one of the chief elements.

Adjourned.

Tuesday, 27th February 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART., M.P.
REV. FREDERICK TEMPLE, D.D.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Mr. EDMUND EDMUNDS called in and examined.

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13,712. (*Lord Taunton.*) I believe you reside at Rugby?—I do.

13,713. You are a tradesman in a very extensive line of business?—Moderately so. I am an ironmonger and a merchant. In fact I deal in almost everything connected with agriculture, agricultural implements, seeds, &c.

13,714. Have you long resided at Rugby?—My family have been there for more than a century. My father and myself have had the same establishment for quite 50 years.

13,715. I believe you have sons at Rugby school?—I have one there; the other is with a clergyman who has a preparatory school in the parish.

13,716. Do you find that a school like Rugby school affords the opportunity of giving a suitable education such as you would desire to give your son?—Such as I desire for my son certainly.

13,717. Do you intend your son for commercial pursuits?—It is uncertain.

13,718. Supposing him to be intended to follow your footsteps should you think it a place where he could receive a good education?—He would receive a good education certainly. There is this difference, which I ought to explain. There are certain trades, we will take the chemists, we will take my own branch, which of course is a good deal connected with mechanics. I keep mechanics who make different things in the iron way. Then an iron foundry is often connected with my business, in fact I really want skilled mechanics to carry on my business. Then there are the drapers, they require a good education. Then there are medical men, architects, clerks. For all these I think Rugby school would give as good an education as we could desire, but if you come to the lower strata of shopkeepers that is another question, because there is this difference—we can keep our boys at school till 16 or even 17 if necessary. The old idea that boys must be apprenticed for seven years is fast dying out so far as they are not mere mechanical trades. Now in a trade such as a brush-maker's and many other I could mention, they will not take a boy unless he can be apprenticed to them for seven years. Of course indentures are not binding on the boy after he is 21, therefore he must leave school at 14. If they have not served their articles, as they call them, for seven years no man will work for them. I merely mention that to show that there are certain branches of trade where a boy is compelled according to present arrangements to leave school at 14.

13,719. Is your son a day scholar?—He is on the foundation of Rugby school.

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13,720. Is he a day scholar or a boarder?—He is a day scholar; he lives with me at home.

13,721. What may I ask is the expense of his education?—It is quite trifling, except that I pay for tutors. I pay for a mathematical tutor 7*l.* a year, and then there is a classical tutor, 10 guineas a year; about 18*l.* a year altogether. I can if I like decline to pay for the classical tutor. I am not obliged to have a mathematical tutor, and all the other school charges are paid by the foundation. In that case he would not cost me more than 2*l.* a year.

13,722. You have this opportunity afforded you for the education of your son by the accident of there being a school like Rugby school in the town in which you reside?—Exactly.

13,723. What should you say would be the amount which a thriving tradesman with two or three sons would be willing and able to give annually for the education of his sons?—I consider that if a boy is to go to what is called a boarding school, that is to say, if he is to board away from home, there ought to be good schools, if they are on the public school principle, at something like 30 guineas or 35 guineas a year.

13,724. Should you prefer where it is attainable, in the case of tradesmen's sons, a good day school in the town in which they carry on their business, rather than sending them to some distance to a boarding school; or do you think a good boarding school better than a day school?—I think every boy should be away from home.

13,725. You would prefer, *cæteris paribus*, a boarding school to a day school?—Quite so.

13,726. I presume the boarding school entails, under ordinary circumstances, a more considerable expense than a day school easily accessible; do you think that the superior advantages which you ascribe to the boarding school are sufficiently felt and appreciated by tradesmen generally, to induce them to wish to send their sons to boarding schools rather than to day schools?—I think every one who has thought about it at all must come to the conclusion that when a boy is sent away from home, and thrown upon his own resources, it does more towards forming him and making him a man than keeping him at home with his friends, but there are other considerations immediately starting up: you cannot lay down any general rule. Take a tradesman really in a good position, but perhaps with a large family. He is fighting hard, and obliged to fight hard even to keep his position, if he has four or five sons. It is one thing to send one or two at 30 guineas a year, and another thing to send four or five. There are all those difficulties. A day school of course is less expensive to begin with, you can keep the boys at home cheaper than you can at any school.

13,727. But on the whole you think that the influences of a boarding school are better than home influences throughout the year?—Quite so.

13,728. What is the kind of education which you think would be most advantageous for the son of a thriving tradesman, who proposed himself to enter into commercial life, do you think he should remain at school for a considerable time, till he was 15 or 16?—Till 16 certainly.

13,729. Do you think his education should be of a very special character, or would you give him what is generally called a liberal education?—I am certainly against any special education as it is called. I do not understand what a commercial education means. There is a great talk about it, but I really do not understand it. I think the only difference in education is this, that the upper classes of society and those who intend to go to the university can remain longer at school

than ordinary boys do. I mean to say that for general callings in life a boy ought to learn sufficient up to 16 years of age, and up to that age I really cannot see that there should be any difference in the education of boys.

13,730. Do you mean you would teach the boys destined for commercial life in the same way as those destined for literary professions?—Up to the age of 16. There is only one exception which I think I would make. I have thought a great deal on this subject; the only difficulty I have is Greek; I do not think a boy up to 16 can learn sufficient Greek to be of very much use to him, but I do think that Latin is indispensable.

13,731. Why do you attach importance to Latin?—A boy can scarcely learn any science without the aid of Latin; in fact, in every turn he takes there is a difficulty. He cannot even pick up a botanical book but he is at sea if he does not know Latin, and it is the same with chemistry; in fact, a third of our own language is more or less connected with it. If he wants to learn French, and has learnt Latin, he has half learnt his French. Unless a boy learns a dead language, I have come to the conclusion that if you give him ever so much mathematics, he never gets the facility of expressing himself as if he had learnt one of the dead languages, and of the two I should prefer Latin.

13,732. Do you attach value to a good foundation in the study of Latin grammar as a means of forming the mind?—I do, because I think if you only take a book like Cæsar, and take one of those long sentences, and make a boy carry on his mind from the beginning to the end of it, you have done a great deal, you have brought the boy to think more than you could in any other way.

13,733. Did you yourself receive a classical education?—I learnt Latin and I learnt French, but Greek I did not learn.

13,734. (*Lord Lyttelton.*) Where were you educated?—I was educated at one of the old classical and commercial academies at Bilton, near to Rugby. The master was educated at Rugby school; he went as far as the fifth form, so he had a fair knowledge of classics; still I know nothing of what I should call the higher forms of Latin composition, neither do I think it is absolutely necessary that a boy in the position of life which I occupy should know it.

13,735. (*Lord Taunton.*) I concluded from what you have said that your own experience would lead you to think that it has been an advantage to you to have learnt Latin so far as you have pursued the study of Latin?—I think immensely so.

13,736. What do you think the feeling of the upper classes of tradesmen generally would be on that subject? Do you think they would dislike their children learning Latin, and think it a waste of time?—Certainly not; that feeling is every day dying away.

13,737. (*Lord Lyttelton.*) Do you mean by that, that you think there was formerly some of that feeling, but that it gets less and less?—It used constantly to be said, and I dare say you may have heard it, "What is the use of teaching the boys a lot of stuff which is no "use to them?" That is exactly the phrase which one used to hear constantly.

13,738. (*Mr. Acland.*) Can you explain how that change in the public mind has taken place?—It has taken place in this way, because I think every one with whom we come in contact is now better educated. The fact is, if a boy is not well educated he cannot keep his position in society. Society 20 years ago, as I recollect it, was a totally different thing to what it is now.

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13,739. You mean that men who have not had some sound grammatical education find themselves at a disadvantage in the business of life?—Quite so. I think that has arisen mainly from the very good education that is given in the government schools to the class immediately below. If the middle classes are not better educated than they were, or even if there is no better provision made for them than there is at present, they are not so well provided for as in the parish schools.

13,740. (*Lord Lyttelton.*) Do you conceive that the general advantages of a boarding school education are the same for the middle classes as they are allowed to be in the upper classes?—Quite so.

13,741. Have you considered what is the best way, taking the whole country, the rural and other districts, and remembering that there are large parts of the country where there are no schools corresponding to Rugby, in which the education, both boarding and day school, for persons of that class may be attained?—I have turned my attention to that subject. As far as Rugby is concerned, Rugby's school is Rugby's all. If you take away Rugby school entirely for the upper classes, there is no school whatever for the middle classes or the professions. We have no other grammar school to fall back upon; the other school which was left there originally is merged in the parochial school. I had occasion to turn my attention to this subject some time ago for a paper which I read at the Farmers' Club in London. I made some inquiry into these schools, and I have some knowledge of it also from some friends of mine who send their boys to some of them. There is one memorable instance which I think it would be as well for me to mention. A friend of mine, who resides in Leicester, a man of very great ability, who has five sons, sent his two elder sons to one of these classical and commercial schools. They did no good at all. He then heard of the school at Hurstpierpoint, in Sussex. He sent those two boys down there, he then sent a third, and now he has two more there. The boys who at the classical and commercial school did no good were just the reverse. As soon as they went to this public school at Hurstpierpoint they came out admirably. His eldest son has nearly fulfilled his time with a manfacturing merchant, something in the Leicester trade. His second son is articled to a solicitor. His third son is in a bank, and he has two at school at the present time doing as well as boys can do. Now that is an instance which really came under my own notice. At Hurstpierpoint they pay about 30 guineas a year, it is either 28 or 30. That is rather an extensive establishment, more so than one could hope to see formed in every county, because they are gradually carried on; it is optional with them whether they learn Greek or not, they are obliged to learn Latin. If a boy shows very great ability he has a chance of going to an upper school, so that he could go to the Universities if he thought fit. A school has been established for the purpose I am speaking of for the education of the upper class of tradesmen, professional men, and farmers' sons—the Surrey school—that has cost something like 10,000*l.*, and that is on the same principle. Boys are charged 28*l.* They get a clergyman, or a member of one of the Universities, at the head of the school, and masters in proportion. Experience has proved that in every place where these schools have been established they are always full. They can have any quantity of boys they please, from 200 to 300, and as soon as they get 200 or 300 boys, if the buildings are only found in the first instance, the schools are a success commercially. The truth is, money enough comes in to pay the head master a salary of 600*l.* or 1,000*l.* a year, and the other masters in proportion, and by this means, by the quantity of boys, you get better discipline, and not only so, but you can afford to pay for talent, which

you cannot get in small schools. You want large endowments to find the same amount of talent which you can get if you get numbers.

13,742. (*Mr. Forster.*) What did your friend pay at the classical and commercial from which he took his boys away in order to send them to Hurstpierpoint?—About the same.

13,743. (*Lord Lyttelton.*) These classical and commercial schools are private schools?—Yes.

13,744. Do you think there are hopes of the extension throughout the country, to each county, or to certain districts, of schools on the principle of the Surrey school, in which the first outlay shall be provided by general subscription, and the school afterwards shall be self-supporting?—Exactly.

13,745. Do you think there is good reason to hope that that may be done throughout the country, so as to supply, to a great extent, the wants of the agricultural classes for the boarding-school education of their children?—I am afraid not. I met Mr. Howard of Bedford, one of the largest implement manufacturers, the other day; he has been mayor of Bedford two or three times, and as such, I believe, a trustee of Bedford school. That school has an income of about 15,000*l.* a year; I know something about that school; I know that even the pens, paper, and copy-books are found. I think this is quite absurd. He told me that the farmers and the country people were so impressed with the necessity of education, in fact he was complimentary enough to say, from the paper which I wrote, and which had got distributed among the farmers, that they were forming a school for the county of Bedford on the joint stock principle. I had a letter the other day from Mr. Badcock, from the neighbourhood of Taunton, and they are talking of something of the same kind for Somersetshire.

13,746. You said that you were afraid there was no sufficient prospect of such schools being established throughout the country, so as to supply the wants of the agricultural classes?—You said by subscription, by getting buildings free, which I think is the thing which is wanted; but as to the joint stock principle, the great objection I see there is, that every man who is a shareholder will think he has a right to interfere in the management of the school.

13,747. What you wish is the free subscription as distinguished from the joint stock principle?—Yes.

13,748. When I asked whether you might look to an extension of these new schools, such as the Surrey school, throughout the country, I meant in places where there was not the advantage of an endowment such as at Bedford, which you would look to as supplying in great measure the same want?—Quite so; if I had my way, I would make Bedford educate the whole county, and a county or two besides.

13,749. (*Mr. Acland.*) You mentioned just now what you thought the needlessly gratuitous character of the education at Bedford, and you also mentioned the fact that the farmers were founding a school in Bedfordshire, would you explain how that bears on the question addressed to you?—I said that though they had an endowed school at Bedford with something like 15,000*l.* a year, that that was confined to Bedford alone; I might have gone a little further into the subject. You could not get the commercial education which they give in the lower school at Bedford under from 45*l.* to 50*l.* a year. If you do not belong to the town you may send your boy to board with one of the masters, which gives them a sort of perquisite and helps to increase a very moderate salary.

13,750. Do I understand you rightly that you think foundation schools which are confined to towns are very objectionable, and that

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they ought to be enlarged?—I think this, which bears very strongly on the point. I have an idea that with a great many of the endowed schools of the kingdom which are at present shut up in close and confined places in towns, if the sites could be sold by authority and the school moved to the suburbs, and the town mixed with the country, both would gain.

13,751. (*Sir S. Northcote.*) In order to give full effect to that, would you think it right that the exclusive privileges of the townspeople, in respect of the education of their children, should be done away with, and that the advantages should be extended to the sons of parents in the neighbourhood as well?—I look at it in this way. I think all those things must be looked at from a liberal point of view; it must be a question of give and take. In the first instance, I think the people who are already entitled to the endowment have a first claim, there should be some provision for them, but when you have a school which will only teach 35 or 40, and you extend it to 200 or 300, the town would get so much better talent and advantages that they could afford to give up a portion of their privileges for the increased advantage they will get. Even with regard to Rugby, I consider it would answer the purpose of the people of Rugby well to give up 4,000*l.* a year for the public, if they would only let them have 2,000*l.* for themselves, because Rugby school confined to Rugby alone would be worth little, but Rugby school for the whole kingdom has a world-wide reputation. The same thing would actually arise from these close confined schools which already exist in many of our towns. If they were really moved into the suburbs of the town, with a playground attached to them, and made to accommodate some 250 or 300 boys, I believe there would be a greater stimulus given to the education of the middle classes than by any other course that could be imagined. The difficulty is buildings and places in the first instance. If there is some endowment; even ever so little, something that they can lay hold of, it seems to gather round it.

13,752. In many of these endowments the townspeople have a right to the free education of their boys. Supposing measures are taken to improve the character of the school, and those measures are attended with expense, do you suppose that the townspeople would be willing to abandon that privilege of free education, and to pay a certain sum, fairly answering to the advantage of the improvement in the condition of the school?—I consider where a town has overgrown its means of education, where it has grown beyond the original grammar school, there must be a question of limit of a certain number of boys admitted, and of course it must be the cleverer ones of the two; I do not see any other way of meeting it; but at the same time, if the education was kept low for all, using the endowment for keeping down the price of education, that I think would be the fairest way to deal with it.

13,753. Do you mean that you would prefer that the education should be at the low rate of charge for all, and that none should come free, or that it should be at a fair moderate but rather higher rate for the majority, and that a limited number, to be selected by competition, should come free?—So far as the place itself was concerned, I should say a low charge for all circumstances. I was looking rather beyond that. If you extended these schools, and gave an opportunity for town and county both to come into the same school, I think what I should call the foreigners, those who lived beyond the town, ought to pay rather higher terms than those who belong to the foundation. There should be a difference; if you do not make a difference all the places in the kingdom would be up in arms at once and no good could be

done; but people will be let down easily if they will not be thrown over altogether.

13,754. (*Lord Lyttelton.*) Are you acquainted with the general state of education of the children of tradesmen of your class in the country?—Yes.

13,755. What do you think are their chief deficiencies now?—The great deficiency is the want of schools; schools are not to be found of the class that is wanted for the education of the middle classes. You cannot find them for money.

13,756. Do you think the supply of good private schools is insufficient?—Of a good class, yes.

13,757. What are the deficiencies in the system of education to be found in the private schools used by the middle class?—I think it is a want of system principally, and partly a want of ability. Not only so, but it is simply a commercial speculation, where a man starts in order to get the most money he can. Very few will look at it in a liberal light, and feel that the better talent there is the more successful they may be; they work it as cheap as they can.

13,758. Do you think that their methods of teaching are imperfect?—In the method of teaching certainly; there is a want, I should say, of training.

13,759. Can you compare the state of education of the children of the farmers with that of the children of tradesmen in towns?—I think their education should be precisely the same.

13,760. Do you think the children of the farmers are at present better educated than the children of tradesmen?—I do not think so at all. If you went to one of these commercial schools, your will be almost sure to meet both.

13,761. You think the deficiency is about the same in the two classes?—I think so.

13,762. (*Mr. Forster.*) Your business has brought you into contact with farmers a good deal?—Yes, quite so; in fact, I may say mostly so.

13,763. Up to what age do you think a farmer with a moderate sized farm, if he was bringing his boy up to farming, up to what age would he be able to keep him to school, generally speaking?—Till he is 15 or 16 if he chooses; I mean to say a man who occupies from 150 to 250 acres of land.

13,764. You would advise him to send his boy to work not later than 16?—I should send him to work then certainly.

13,765. As regards shopkeepers, who are pretty well to do in towns like Rugby, if they were to bring up a boy to their own shop, at what age do you think he ought to be put in the shop?—Sixteen is quite early enough. I do not think there is any trade but what can be well learnt in five years.

13,766. You think that for a draper or a grocer it would be quite time enough to send in the boy at 16?—Yes. A grocer, perhaps, requires the least brains of any one of them. Sixteen is quite early enough for the draper, or even for my own trade. My own trade is, perhaps, more complicated than any of the other trades. We have such an enormous quantity of discounts, varying from 5 per cent. to 75 per cent., and they all require calculation. I was only showing you that some of the trades require more education than others.

13,767. The reason of my asking you the question was this, if you think those boys ought to be sent to work, both for farmers and shopkeeping, not later than 16, would you not consider that a school such as Rugby, where, in order to obtain the full advantages of the school, a boy must stay until he is 17 or 18, is not the sort of school for these

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boys?—I do not see how better to improve upon it, with the one exception, that I should strike out the Greek, and I think if you went away from Rugby you would get something inferior to Rugby. I cannot hope to get such schools all over the country, but still, at the same time, the kind of education is wanted in all these schools, only I would stop short in this way. Perhaps a boy might be able to read selections from Ovid fairly, and he might be able to construe Cæsar, that is as much Latin as I care for him to learn, but then he ought to learn natural science. I believe different branches of natural science are taught each half year. One half they get geology, another half mechanics, another botany, and so on. I believe that does more to form the mind of the boy after he has learned the rudiments than almost anything that you can put him to.

13,768. You think the advantages of such a school as Rugby are so great that you would even advise a parent to send his boy there, with the knowledge that he would be obliged to leave the school before he had gone through the course of education in the place?—Quite so, because Rugby's school really is complete in itself. It is simply a question of time where you cut him short. He is taught mathematics at Rugby school as well as they can be taught. He has more classics perhaps than anything else, but he is also taught history, geography, and everything that he can possibly be taught in any other school. There is one remark which I wish to make. I think it is a great mistake to send young boys to schools like Rugby, and to send boys six or seven years old even into these grammar schools. I do not think it is reasonable to require that a man with a university education should teach boys simply reading and writing; I believe that ought to be done somewhere else. People who want to send their boys to these grammar schools generally have a governess in the house, who teaches them to read and write in the first instance, and they ought not to be allowed to send them till eight or nine, eight at the lowest.

13,769. At what age do the tradesmen living in the town of Rugby, and who send their sons to Rugby school, generally send them?—Some few years ago they used to send them at about eight years old. Doctor Arnold was the first who discouraged that kind of thing, I do not think at all improperly. It is generally found better to send them to another school before sending them to Rugby.

13,770. What sort of a school do they send them to before Rugby?—There has been a difficulty about it, but there are now some preparatory schools established in Rugby, two or three in Rugby and one within a mile of Rugby.

13,771. Will not the upshot of that be, that for a parent to take advantage of the foundaton of Rugby, the education of his boy will cost more before he sends him to Rugby than afterwards?—Quite so.

13,772. Are there preparatory schools for Rugby?—Yes; I kept my boy there till he was fit to go into the middle school, but it is not necessarily so. When I speak of Rugby, I do not wish to be misunderstood. I do not wish the grammar schools of the kingdom for the middle classes to be conducted just like Rugby, in fact I think the boys should be able to go earlier to those schools, to bring it down to the means of those people who ought to be fairly entitled to send their children to the grammar school.

13,773. I suppose you would have it begin earlier, and have the course of education so arranged that it would also end earlier?—I would begin at eight, I do not think it is fair to want to send them to a school of that class till they are at that age.

13,774. You said that in cases in which there was no endowment to

take advantage of, you would suggest the formation of schools like the Surrey school, in which the buildings should be obtained by subscription ?—Yes.

13,775. How would you suggest that that subscription should be got at ?—I think it can only be done by private means, by people who have really got their heart into the work, and you would get the money, the same as if you were going to build a church. I do not see any other way, but that is up-hill work.

13,776. And you do not think that there is, or ought to be, any objection in the minds of the parents of the children who would be sent to those schools against receiving that gratuitous aid ?—They get no gratuitous aid, the only thing they get is the establishment.

13,777. Is not that gratuitous aid if they get a better schooling at a lower price than they would be able to buy even in the market, because the buildings are furnished gratuitously ?—Yes ; but then a nobleman would not hesitate to send his son to school at Rugby, if he wants Rugby school education, because Rugby happened to be an endowed school.

13,778. (*Lord Taunton.*) You do not fear that these endowed schools might, if thus encouraged, enter into a sort of competition with private schoolmasters, which the latter would not be able to stand, and the consequence might be, that the private schools would be fewer and worse than they are at present ?—I have no fear of that ; I always found that that pressure brings good with it, it is a case of move on, whichever way you put it.

13,779. (*Mr. Acland.*) With reference to the raising of the funds ; you have spoken only of raising funds for buildings by voluntary means. Have you considered the question of raising the money from public sources by Act of Parliament, either by some new application of the property of endowments or by raising the money by rates ?—I am rather fearful of Government interference.

13,780. Will you give your reasons for that ?—I should be afraid of another staff being appointed, or half such a staff as already is in existence for the parochial schools. I am afraid there is no good in it. If the middle classes kick at anything, I think it would be at Government interference.

13,781. Are you afraid of the Government inspecting too much, or are you afraid of religious squabbles getting up in consequence of the difficulty of arranging the basis of these schools ?—I think that would arise directly.

13,782. Will you explain, as fully as you please, what objections you see to founding schools by parliamentary means rather than by trusting to the improved demand for education amongst parents leading them to make personal exertions for the purpose ?—I think, first of all, there would be a very strong feeling in the country generally against the interference of Government. The feeling of the country is, I think, against Government interference.

13,783. That you trace to a general love of independence ?—Yes, and I think it is altogether better it should be so. My great objection would be this, the running in one groove, as soon as ever you get Government, everything must go in the one line that Government chalks out. I think that would be very harmful.

13,784. You think it very important that all the influences which surround education should be voluntary and free ?—Yes, and I would rather throw the stimulus for the success of those schools upon the man's individual exertion and his success as a teacher, than I would on

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his being thoroughly provided for either by Government or in any other way.

13,785. You have no doubt that the middle classes are quite able and would eventually be quite willing to make these exertions as soon as the subject is thoroughly understood?—I think they would make some exertions, but I think if any means can be adopted to persuade people, even if you could not compel them, to improve upon their present endowments, you have got the nucleus which you could surround at once. I am anxious to make the present endowments available if possible. You can hardly imagine how people cling to them; they think they are their own and that they have a right to them, and they will support them where they will not support a new scheme.

13,786. Do you not think that if this Commission were to recommend any measures tending to throw endowments into a county fund, or to enlarge the benefits to persons who are not now entitled to them, that Parliament would encounter very great opposition from the local interest in carrying a scheme of that kind?—I think if you were to throw them into a county fund that you would encounter it, but if you could only make a school available, first, for the place where it is established, secondly, for the county, and so arrange it that the one might benefit the other, that would be the great good which we should get. I mean to say, as I said before, in answer to another question, a school which is only educating we will say 30 or 35 boys, if the site of that school could be disposed of, the townspeople having the right at a certain amount to send to that school, and others in the county doing so at a greater payment, you would get better talent both in the head master and in his assistants, and in fact it would be altogether a different thing; you would have a thing of twice the value, and therefore it would answer for you to pay something for a much better article than have an inferior one for nothing.

13,787. In disposing of these old sites and moving the schools to the suburbs, do you contemplate moving a school so far as to make it impossible for the townspeople to send their boys as day boys?—No, I did not. I think that would be a great mistake.

13,788. Then you contemplate these schools being day schools for the adjacent town, and boarding schools for the more distant places?—Yes, or for a town if they choose to pay.

13,789. Do you think that where an old grammar school exists making it the duty of the master to give either a free or cheap education to a town, that it is an advantage or a disadvantage to allow the master to take boarders?—It is an advantage in some instances, and in others a great disadvantage. If a master uses his privileges properly, it must be good; if he shows a different feeling, which some narrow-minded people will, for those for whom he has received money, then it does great harm to the rest. That is rather a difficult subject.

13,790. Do you mean that if a master turns this old liberal school into an exclusive school for the upper classes, and makes what is called a gentleman's private school of it, that that is a disadvantage?—Quite so.

13,791. Do you think arrangements may be made which, whilst they increase the income of the master from boarders, shall at the same time be no disadvantage to the townspeople or others who are entitled to the benefits of the school?—I do not see the objection to it then.

13,792. Should you contemplate in the removal of the grammar schools, which are often not boarding schools at present, and where the income of the master is often exceedingly low, that one of the means of increasing the educational talent would be to enable people from a distance to remunerate the master through the profits of the boarding school?—

No, there is a distinction. I think I see what you mean; you mean this, you would allow the master to take boarders, whereas I would make it one common fund, not for his own profit, but that he should have a salary. If you liked it might be carried on on the principle of head money. If the school consisted of 200 boys, he should have so much per head, and if 300 boys, so much. Then you pay your other masters in proportion, but it should go into one common fund. They have given every particular in the Devon schools, showing how cheaply you can keep 200 boys to what you can 30 or 40, in fact the numbers enable you to give a better thing for the money.

13,793. What number should you say, about 200?—Anything from 200 to 300. I think anything over 100.

13,794. In order to make this old school more useful to the nation as a whole, you contemplate such a re-arrangement as would bring in more money from the payments of parents, but you think it essential to place the schools under a good public management, so that the profits to be received should go to the general benefit of the establishment?—Quite so.

13,795. Could you suggest to us a good mode of constituting trusts for that purpose?—Yes, and that is a very important point which you have raised. There is a great distinction between the commercial academies and good schools, such as I am speaking of. There is some one to look after these, and no one to look after those. The one man is responsible and the other is irresponsible. The trustees I think should always be people of position.

13,796. Exclusively so?—Not exclusively so. It is well that a clergyman, or if it is a town the mayor of the town, should represent the town itself; it should be a sort of mixed trusteeship.

13,797. By persons of position, do you mean persons of landed property or of high education?—I would take both. I think it should be the nearest resident nobleman, or we will say country gentleman, whoever he may be, a man in a position nearest to the place, who would be likely to know the wants of the place and to take an interest in it. I think that is a great thing, to get some one to take an interest in it.

13,798. Should you think it desirable to have the leading professional men members of such trusts?—Perhaps one. I would not overdo it that way.

13,799. Should you think it desirable to have the leading municipal persons, men who had been successful in trade?—I would take the mayor, or if it were thought that you should have more than one, I should take a second one, but whatever you do, do not leave it to any municipal people or people elected in a town. It is a sort of up and down, sometimes one and sometimes the other, and the work of yesterday is undone to-day, and so you go on. My idea is that schools ought to be quite away from politics; it is not a question of politics at all.

13,800. And from local interests?—Yes, only local interests must be represented; if those were not considered I am quite sure nothing is to be done; you will have the whole country in arms.

13,801. Do you think it will be desirable to have the mayor *ex officio* a shifting member of the board, or would you occasionally take the mayor and make him a permanent trustee or manager?—That may be an objection, the constant change; but I still hold that the mayor should be one of the taustees, also one professional man, one or two borough magistrates, and a man in business of good position not a member of the corporation; the other trustees should reside at some distance, or be in such a position as to be free from local interests or prejudices.

13,802. With reference to some of your answers, it strikes me that

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perhaps you may have misunderstood my question, and supposed that I meant to ask you your opinion of trusts composed exclusively of municipal persons. My intention was to ask you whether you thought it desirable to provide, in addition to persons of property, for a certain number of persons of professional talent, and a certain number of persons representing the trade of the place as members of the trust, not as putting the whole into their hands. What do you think of that?—I quite agree with the admixture, but I think if you go to the county you are getting an immense influence, by getting one of the county men or two mixed with the trustees. I think you raise the tone of it altogether.

13,803. (*Mr. Baines.*) You think it is desirable that education should be self-supporting, that the fees that are paid should be such as should support the education, with the exception, as I understood you, of providing the buildings; in other respects you think the education should be self-supporting?—There is a peculiarity about almost every one of these grammar schools, some are of a very short foundation, others of an ample foundation. I think they should be all self-supporting; but the question is, whether you would make it a cheap education for all, or whether you would still continue a free education for so many as the funds would allow? These two courses are open. There is one point I wish to add to what I have already said. When I said that boys could be educated for 28*l.* or 30*l.* a year, I contemplated some extras. Though you might teach him Latin or French, I would not teach him any other language without his paying for it. For instance, if he wanted to learn German he should pay for it, and if he wanted to learn music he should pay for it.

13,804. (*Mr. Forster.*) Drawing?—If he wanted to learn drawing he should pay for it. I think these three things are not necessaries, but accomplishments.

13,805. Natural science?—Natural science you would have free.

13,806. (*Dr. Storrar.*) And mathematics?—Mathematics; he should learn mathematics, geography, Latin, and French, but if he wanted to learn German or music or drawing, he might fairly be called upon to pay it.

13,807. (*Mr. Baines.*) You think that about 28*l.* would be fair terms for a boarder, and such as the middle classes generally could afford to pay?—28*l.* or 30*l.*

13,808. With extras such as you have been describing?—Yes, because if there was only one in a family, and you wanted to make him a lawyer or a doctor, you would give him as much education as possible. In most schools he would have an opportunity of learning Greek, and it is quite advisable he should for either of the two professions. If you wanted to make him an architect, Greek would be of no use to him, but drawing would be everything. In fact, when you get up to a certain age, then you may make your education partly special, it is worth while to drop one thing and let a boy pursue his studies in another direction, if his mind turns that way. I think those are very important points to be considered.

13,809. Speaking of private schools, you mentioned the commercial principle, as I thought, rather in a disparaging way, but is it not that commercial principle which is the principle of self-interest, and is not that the most powerful principle you have in all society and in all industry?—I hardly think you are putting what I said fairly. I said that all those schools would be successful commercially if you get from 200 to 300 boys. I said they would give a good professional and commercial education, but there is a difference between that and a person having

a school and teaching boys, like a great many of these classical commercial academies do, at 24*l.* a year. I know one who made a large fortune at those low terms, yet he never had above 50 boys. You cannot suppose he could pay very much for the talent he had to assist him in teaching them.

13,810. There may be some persons who have a narrow view of their interests, and others who have an enlarged view of their interests, but would not an enlarged view of private interest lead a man to give the best education he possibly could by calling in the best assistance, would he not in that way build up a larger and ultimately more profitable school than he would if he took a narrow view ?—My own idea is that an endowed school would beat any private education that could be started, simply for this reason, the one is before the public and inspected by indifferent people who have no pecuniary interest in the matter, and I think that carries great weight with Englishmen.

13,811. You spoke of there having been above 200 scholars ; would you look somewhat to the effect of the sympathy of numbers as being favourable to the utility of the school ?—Yes, because of course you would find more talent amongst 200 boys than amongst 30 or 40. I really believe that boys learn quite as much from boys as they do from the masters.

13,812. Still, as I understand, you would not in the slightest degree interfere with the perfect freedom of competition with regard to education, and would leave endowed schools, proprietary schools, and private schools all freely to compete with each other ?—I would not interfere ; I think no Englishman would want to interfere with another man starting any speculation he pleased.

13,813. As I understand you the establishment of these schools would not discourage education in private schools, but would rather stimulate it and draw it up to a higher point of perfection ?—I should not care about it. I think there is no vested interest in private schools at all. I think the thing would cure itself. Before your schools are established the present proprietors of schools would have disappeared ; you cannot be satisfied with the same description of teaching that was carried on 25 years ago, the same thing will not do now.

13,814. Still you do not anticipate that the private schools will be permanently injured, but rather improved in their character by the competition of more public schools ?—That is a question I could not answer.

13,815. (*Mr. Forster.*) Do you not consider that the private schools would be injured by having to compete with endowments well managed, in which the buildings were furnished, as they are in the case of endowments or with the new county schools, in which the buildings would be furnished by subscription ?—I have never turned my attention to it, because I did not think it was really worthy of consideration. We are dealing at the present moment with endowed schools already in existence, and the object I thought was to make them as efficient as they could be made, not looking at what was in existence around them ; that was the way I looked at the subject.

13,816. (*Dr. Storrar.*) In the case where an endowment is small, say, for instance, from 100*l.* to 150*l.* a year, and where there are buildings upon grounds which may possibly be valuable and yet not very suitable for the school, and the school buildings being in questionable condition, do you think it might be an advantage for the purpose of acquiring an ample fabric for a larger school to sell off the ground upon which the old school remains, to capitalize the income, and expend it in a plant more suitable for the purposes you contemplate ?—I think that

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is the very best thing that could be done with those endowments. That is quite my idea.

13,817. You would not, I presume, see any objection even to dealing in that way with two endowments and putting them together, for the purpose of creating one larger school?—If you could only have a preparatory school in the town, all boys in the middle classes, as I said before, should, I think, have some school to go to till they are eight years old, before they are old enough to be sent to a boarding school. If you put two endowments together in two different towns, the town where the school goes to must have a large advantage over the other. That is my difficulty.

13,818. I was presuming the case of buildings so unsuitable and income so small that it would be impossible to take in a sufficient number of boys to give them the full advantage of the school. What I presume you mean is this, that if you could by means of the capitalization of the income of one school establish a large school for advanced boys, and carry out something of the same process with the second school for junior boys, that would meet your view?—Yes, only you could not deprive the one place altogether. I think there would be dissatisfaction there. Of course it is a great deal better, even if it is within a radius of, say, 10 or 15 miles, to have one institution doing a great work than two smaller ones doing it indifferently.

13,819. Have you at all turned your attention to the education of girls?—Very little. I have no family of girls at all. I have but two boys.

13,820. Is there any good school for girls in Rugby or the neighbourhood?—No, nothing particular that I am aware of. A school was started, but I am not able to say much about it. I believe there is almost as much difficulty in getting good girls' schools for the middle classes as there is with the boys' schools.

13,821. Do you know how the girls in Rugby are educated at present?—We have one or two schools in the place, but I think most of them go away; go to London or elsewhere.

13,822. (*Lord Taunton.*) You have stated that for boys you prefer boarding schools to day schools. Do you think the same thing holds in the case of girls? Would you prefer that they should go to boarding schools rather than stay at home and go to day schools for their instruction?—That opens a wide question, and I think perhaps I should make a remark upon that. The remark I am going to make applies quite as much to girls as to boys. You are aware that in trade in England many a man's father, perhaps, was a simple mechanic; though he was a simple mechanic he made money; he did not educate his son very much, but that son also made a tolerable fortune, and he was a man, perhaps, with some 8,000*l.* or 10,000*l.* You may suppose the people he associated with had received but little education, were deficient in manners. These boys will not learn much what I may call gentility at home, but by sending them to a boarding school, and mixing with others above them, you would be surprised what they get, which you never could give them in after life. You could not give that sort of training and that carriage and conduct which you get at a boarding school; the same remark also applies to girls. I really believe they get that training which it is impossible to get at home. There are a good many cases of that kind which require consideration.

13,823. (*Dr. Storrar.*) We should be right, however, in inferring that your opinion is, that the education at present given to girls in the middle classes, that section of the middle classes to which we are referring, is very imperfect?—It is imperfect, certainly.

13,824. And that you would attach as much importance to its improvement as to the education of boys?—Yes, nearly so; except, of course, that it is of a great deal more consequence to a boy than to a girl. Girls do not want educating up to that extent that a boy does. The one has to find the means to keep the other.

13,825. (*Mr. Acland.*) You mentioned that there were some trades in which unless the master, as I understood you, had served his apprenticeship for seven years, people would not work for him. Are there many such trades?—I think it applies to the building trade, and I know that it applies to the brush trade.

13,826. Can you tell us in what other trades that is the case?—I am hardly prepared to say, because I did not know that the question would have arisen, otherwise I might have been prepared to say what they were; but those are trades which are but a step removed from the artizan.

13,827. The object of my question is to ask you whether you think that the number of trades in which some such custom prevails is so great as to make it an important element for the consideration of this Commission in reference to the education of the middle classes?—No, I do not think so. I only mentioned it because of the time of leaving school. They would have to leave at 14.

13,828. Should you say, then, that that difficulty resolves itself into the question of how the upper artizans are to be educated?—Rather so.

13,829. And that whatever arrangements would be best for the upper artizans would also meet the case of those particular trades in which the necessity exists of going into business at 14?—I think so.

13,830. Will you be so good, if you have considered the subject, as to say what you think is the best arrangement to make in towns for that section of the community which is able to keep its sons from earnings up to 14, but which would not be able to prolong education after 14. That, I presume, includes a certain number of the shopkeeping class, such as you have already spoken of, and the more enterprising of the mechanical class. What is the best arrangement to make for their education? I presume you would not think of sending them to a school like Rugby?—No; I think we have been altogether discussing something below a school like Rugby, because in Rugby the bulk of them, of course, are intended for the University. In the schools we are speaking of those going to the University would, I take it, be the exceptions.

13,831. You do not contemplate persons in these mechanical trades sending their sons to boarding schools for five years at an expense of 30*l.*?—I do not think so at all.

13,832. Must they not, in fact, if they are to be really well educated at all, send their sons to day schools at an expense not exceeding about a pound a quarter?—Yes, I think so.

13,833. Have you considered the best measures to be recommended to Parliament for promoting the diffusion of such schools throughout all the towns of England?—No, I have not turned my attention much to that. When thinking of it I have always considered that it would be a sort of lower school, in connexion perhaps with the schools I have been thinking of, the endowed grammar schools.

13,834. Taking the case of your town, with a population of about 10,000, do you think a school for the class I have described would thrive in Rugby at a rate of 4*l.* or 5*l.* a year?—I very much doubt it.

13,835. Do you think that there would not be a sufficient number of people to pay that sum?—I do not think there would be sufficient of that class of people. They would want something better in a place like

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Rugby. You find more of those in what you call a manufacturing town with a population of 20,000 or 25,000; you would there find plenty to support a school of that description.

13,836. Might not the education be very good, even although it only cost 4*l.* or 5*l.* a year, supposing you had some of the best trained masters from the training schools, not having been university men; might they not be sufficiently remunerated?—I think enough can be got already from the present Government schools for all the artizan population. But there are yet a great many people who object to send their children to the Government schools who would use a school of the class you are speaking of.

13,837. Supposing they did send them to the Government schools, do you think they would be willing to keep them there after 12? Would they not desire something better and higher in the social scale to finish them, as it might be called?—If you take the lower class of artizans, as soon as they are 12 years old they make them begin to earn some money.

13,838. My question entirely had reference to those who were willing to keep their sons away from earning money, for the sake of a better education, up to 14. The question is, what is the best course to recommend to do justice to that class, and secondly, another question is, is it possible to rely on the self-supporting principle for those schools, or is it necessary to look to income derived either from endowments or the State, in order to make up the necessary income to give that education?—I do not think it will be necessary to look to the State. The State is a bugbear to me so far as middle class education is concerned. I would, if I possibly could, keep away from that.

13,839. You speak of its being desirable to send boys to boarding schools at 30*l.* a year. Do you suppose that the increased expense to the parent over what he would have to pay for education in a day school and over the keep of his boy would be more than 5*l.* or more than 10*l.* per annum?—I would put it at 10*l.*, I think.

13,840. And that sum, therefore, would be paid for the increased mental advantages of boarding school life?—I think, perhaps, 10*l.* is rather too high. I should think 8*l.* would more nearly meet it.

13,841. There are many schools in England in which a sort of second-rate classical education is given without endowed grammar schools. Do you think that persons in your own class, and a lower class than yours, would be willing to forego that gratuitous or very cheap education and to contribute capitation fees, if they could get the schools put on a basis which they felt to be more beneficial to themselves?—I think so, if it were not made too high.

13,842. How high do you think we might venture to go? Supposing the cost of that education to be really something like 10*l.* a year, how much of that might we fairly look to the parents to pay in consideration of the improving and developing the grammar school, and making it really useful to them?—I think from 30*s.* to 2*l.* a quarter, that is, from 6*l.* to 8*l.* a year. I prefer 8*l.* to 6*l.* for this reason. I think a person can find 2*l.* a quarter for the education of his boy if he wants to give him a better education than the Government has provided for him, and therefore it would meet the wishes of all parties, because it would keep the boys in rather a better position if there were something to pay for the education.

13,843. From your general knowledge of the feelings of the middle class, both in trade and agriculture, do you think that this Commission might safely recommend that measures should be adopted, if not absolutely still tending in the direction of abolishing all gratuitous education, and calling on the parents to pay some capitation fees on the under-

standing that the education should be made really adapted to their wants ?—I quite think so.

13,844. You do not anticipate opposition from local self-interest to any such general measure ?—Providing preferences are given to the places where endowments are already provided. I must really impress that upon you, because I am sure there would be a great outcry unless they are considered. If there is a preference given to those places for which they are originally endowed over and above all others, I think they would be glad to pay something if they got a better education for it.

13,845. Supposing these schools to be developed in a way in which I suppose, of course one school would get a high reputation at one time and another at another, and supposing outsiders should flock into the town for the purpose of having the benefit of the school, and should make private arrangements with the inhabitants for their children to board in the town, do you think that they should be admitted as inhabitants, or that they should pay the full value of the education as outsiders ?—They should pay the full value of the education as outsiders if they came to lodgings in the town.

13,846. Do you think it would be desirable to give to the governors of the school some control over those private arrangements in the way of boarding, and to say that boys coming to the school should live in licensed boarding houses ?—Quite so, because if you do not you lose the discipline.

13,847. You think that would be desirable ?—I think so.

13,848. Supposing the value of the education to be something like 10*l.* a year, would you require the boy who came from a distance to live in the town to pay that 10*l.* in addition to his private arrangement for boarding, and would you allow the inhabitants of the town to have the same education, and call upon them to pay perhaps about 8*l.* a year ?—Yes ; 6*l.* or 8*l.* If it were 10*l.* that the others had to pay, it ought not to be above 5*l.* or 6*l.* You would suppose that a boy coming from a distance would have to pay 10*l.* or 12*l.* a year for it.

13,849. Can you complete the chain, so as to show what you would do for the upper artizan and the lower class of tradesmen from the age of 11 to 14 concurrently with some such scheme as you have been shadowing out. Could you provide for him, in fact, in this improved school at a lower rate of payment in any way, or would you expect him to make an effort to pay the 6*l.* or 8*l.* ?—If it were 6*l.* he could afford to pay it. I think 30*s.* a quarter for most of this kind of people is not too much. I am speaking of the lower class of tradesmen, not of the artizans. If you come to the man who is earning a guinea a week, I think his son is properly sent to the parochial school. But then there comes a question whether it is not advisable even then, if talents were very much developed among some of the boys, that they should have a few scholarships, so as to get their education for nothing.

13,850. Should you think it desirable to apply the endowment to a considerable extent in giving scholarships or exhibitions at the school ? —No, because they will not go to them. You will not have candidates sufficient to make it worth while to spend much of the endowment so. You will find with these schools that no sooner are they established then noblemen or gentlemen come forward at once and say, I will give a scholarship for proficiency of so much a year. They come and offer it ; and if only the landed interest do look upon it in the right light, I am sure that the finest thing in the world for them would be to have these farmers' sons better educated, because in the question of better

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educating farmers' sons is included the better cultivation of the land. They would get more than value for their outlay.

13,851. Granting that the arrangement which you suggest might develope itself in reference to the landed class, my question was how to provide for the smaller tradesmen and the upper artizans; and now I would ask you, do you think that, supposing the endowment of the school to be, say, 200*l.* or 300*l.* a year, it would be a bad way of spending 50*l.* a year of that endowment to reduce the charge of 8*l.* to 4*l.*, 5*l.*, or 6*l.* for the humbler ranks in the town?—Quite so for efficiency. If boys should develope talent I think it would be a very great point.

13,852. Should you think it also a desirable thing to use a part of the income of the school to giving the boys the opportunity of rising from this enlarged grammar school to a higher grammar school, which might exist 20 miles off in the county?—That would be a very good thing if you have funds for it.

13,853. (*Lord Taunton.*) Is there any other observation which you are desirous of addressing to the Commission?—I was going to say, in connexion with what Mr. Acland asked me in reference to the scholarships, that I think you will find in very many of the borough towns and towns of some size that there are corporation funds, and that they would be very glad to endow a few scholarships if they had the opportunity. I think it would be well to put yourself in communication with some of those when you have got any scheme for any particular town. I think you will find that by giving suggestions to them, and if you could interest them in it, that would be a very good point, and worthy of consideration.

W. Ellis, Esq.

W. Ellis, Esq., called and examined.

13,854. (*Lord Taunton.*) I believe you have long given your attention to the subject of education of the middle classes?—Such spare time as a man of business can afford.

13,855. I think you were the founder of several schools which go by the name of the Birkbeck schools?—My money has gone in a considerable degree in establishing them, and I have left the education very much to the masters themselves, of course taking care that they were the kind of men that I thought would carry out, among other things, my special views.

13,856. Will you have the kindness to state what are the distinctive principles upon which those Birkbeck schools are founded?—I cannot say that there is anything very distinctive except that they are open to the children of all parents without any distinction who can pay the school fee of sixpence, or in some cases a shilling, a week.

13,857. Are they confined to London, or are they established in every other part of the country?—They are, you may say, in the neighbourhood of London, the principal one, the one that has the largest number of children, is at Peckham.

13,858. They are day schools?—They are day schools.

13,859. For what class of society are they intended?—They are meant to meet the wants of the labouring classes, the mechanics' class, but including also the children of some of the smaller shopkeepers.

13,860. Are they for a class of society which do not send their children to the National schools?—I could scarcely say that; I think we get very many of that class, perhaps a better-off portion.

13,861. It is a class which, in popular language, may be called the lower stratum of the middle classes?—Yes, or the upper stratum of the working classes.

13,862. Would you have the kindness to state the manner in which those schools are founded ?—They are built with my money, and, with rare exceptions, on account of the feeling that I have towards some of the masters, who are men of very great merit, they are meant to pay their own expenses, the general working expenses, short of the maintenance of the building, and the masters are paid therefore out of the fees of the scholars.

13,863. As a general rule, after you had founded these schools and established them, have you found them to be self-supporting ?—Yes, I may say so, with the exception I have mentioned, which is a private matter between me and masters who have engaged my sympathies.

13,864. I conclude you have reason to think that the efforts you have made by establishing these schools, and in promoting the education of the mechanics and smaller tradesmen, have been successful ?—I cannot say that I feel any doubt whatever about it.

13,865. What is the nature of the education given in those schools ?—The ordinary education, you may say, the reading, writing, and arithmetic, with the understanding that the teachers, as well as myself, do not place any great weight upon what is vulgarly called "reading," which is pronouncing a certain number of words without any reference to their meaning. It includes reading, writing, and arithmetic, and then elementary science, particularly elementary physiology, elementary chemistry, and elementary—a word which I do not much like, but I use it as it conveys the meaning perhaps—elementary social science,—in fact, the instruction which may be said to be briefly and in a condensed form set forth in a book edited by the Dean of Hereford, called "Lessons on the "Phenomena of Industrial Life and the Conditions of Industrial "Success." I would say that is a kind of information that I have wished to see in the possession of all young people starting in life. My notion of what is requisite to keep them out of destitution is that they should know how to guide themselves, and have the training to dispose them to act on the knowledge they possess.

13,866. How late do the boys generally stay at these schools ?—Some stay as late as 16, but generally speaking, I should say the age would be about 13 ; all those schools are conducted by the aid of monitors ; they are all on the monitorial system. In the Peckham school, which has between 700 and 800 boys, girls, and infants, there are several under masters, to distinguish them from the monitors themselves, but a large part of the detail of the reading, writing, and arithmetic is conducted by the monitors.

13,867. You have stated that there are girls as well as boys in those schools ?—Yes.

13,868. Is their education conducted in the same manner as that of the boys, or are they in separate schools ?—They are in the same building, but are entirely separate schools, boys in one school, and girls in another, and the infants of course include young boys and young girls.

13,869. (*Lord Lyttelton.*) Do the girls join in the lessons in physical and social science as well as the boys ?—They do.

13,870. And to the same extent ?—It is done to the same extent.

13,871. (*Lord Taunton.*) Is any religious instruction given to those children, or is that left to the parents ?—That depends a great deal on what is meant by the term "religion." I believe, and I would not make the remark if the question had not suggested it, that the religious education in these schools is far beyond what is generally given in schools of any kind, because what I understand by that part of religion which is included there, are the rules of conduct which the children are made to

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discover and to understand for themselves, and then we hope that the training is such that they would be induced to act upon their convictions.

13,872. Is there no direct Christian instruction given to these children in the way of reading the Bible, or in any other way?—None at all. I should have no hesitation in stating that I consider, according to my views, that children are quite incapable of receiving that instruction till they have received the other kind of instruction which I am anxious that they should have.

13,873. Are there any prayers read?—None.

13,874. (*Dr. Storrar.*) Independently of the advantages of social science in the business of life, I believe you attach great importance to it as a means of ethical instruction?—Yes; I consider that I should mean the same thing by it.

13,875. What number of schools of this kind are there in London?—I do not know how many there are of this kind of schools. Those that I have been instrumental in starting may be said to be four at least.

13,876. The system of education is not confined to the class of schools that you have maintained, but it has been introduced into other schools in London, has it not?—It is very likely it may be; I hope it has. I may mention that in addition to doing this, though I am not doing much in that way now, finding that none of the ordinary teachers were competent to give this kind of instruction, which I began to introduce very nearly 20 years ago now, I have a class of masters whom I was endeavouring to teach, and I have been giving perhaps as many as three lessons a week sometimes in the schools with the masters present, in order that they might know how to give this kind of instruction. Among other schools in which I have given this instruction has been the great Jews' Free School in Spitalfields. I became acquainted in business with some Jewish merchants, and talking to them about education, they asked if I could give some lessons in their schools in the presence of the masters, and for two or three years I gave courses of lessons to the boys there, and they have followed it up since. I believe there has been a scholarship given to the head boys of the school in commemoration of the Jews being admitted to Parliament by the Rothschilds, who are among the promoters of the school, and proficiency in elementary social science is one of the conditions which enables the boy to get the scholarship.

13,877. Has it not been also introduced into the University College school?—Yes, it has been partially introduced there in the shape of one or two lessons a week, but the difference between University College school where that instruction has been given and the Birkbeck schools is, that in the latter this kind of instruction may be said to be the pervading spirit of the school. It is not as if you taught reading, writing, and arithmetic and elementary social science, by which I mean the science of the causes and consequences of human conduct; but social science, thus interpreted and expounded, is the pervading spirit of the whole school. Of course you can see that makes a very great difference, whether it is merely given as an incidental lesson or is made a part of the general tone and atmosphere of the school.

13,878. (*Lord Taunton.*) Do you find that your masters require special training to enable them to convey adequately this particular sort of instruction?—Of course they first of all require to have the instruction itself, the knowledge itself, and then to have the capacity to impart it. That would not apply particularly to this description of instruction, it applies to all instruction, I believe it is generally admitted, and it is part of the reason of the training schools, that it is quite possible for a person to be possessed of a very great deal of knowledge, and to have no aptitude in imparting it, and the knowledge itself is rare. From my long experience

in the city, I can say that the ignorance of the principles of commercial and industrial life is something marvellous. We know how it has grown, we may say even in the Legislature of this country for the last 30 years. There are principles which would be universally admitted, and which would be taken as truisms if mentioned now, that were not only questioned at that time, but people were almost thought wild enthusiasts and visionaries who ventured to put them forward. *W. Ellis, Esq.* 27th Feb. 1866.

13,879. How do you distinguish that science from the science of morals generally?—I do not know that I can distinguish it at all.

13,880. (*Lord Lyttelton.*) Besides reference to this science as the pervading principle of the school, you have distinct lessons given in it?—I suppose in Mr. Shields' schools he would hardly miss a day without lessons of some kind being given in it. I do not like in matters of this kind to dwell on anything of my own, but when I began 20 years ago in a British and Foreign School to try to give some lessons to the boys on this subject, I found what a bungler I was. I thought I knew the subject pretty well, but I do not know how to get hold of the attention of the boys and to make the thing thoroughly understood by them. I should be ashamed to see anybody who professed to be a teacher teaching as I felt I taught then. The result of my teaching has been a little book, which I dare say Dr. Storrar may have seen, called "Progressive Lessons in Social Science," in which I began by asking the children why people dig and plough, why they build, and why they spin and weave, smelt, and perform all the various industrial works, why all this is done, and from that I go up to the highest questions in morals, my object being to tell the children nothing whatever, but to make them tell me, which I consider, as far as I can judge, a looker-on on education, to be the great art of teaching, so as to produce any useful results either on the intelligence or the character of the young.

13,881. (*Lord Taunton.*) I believe you have written some work on this subject which the Dean of Hereford has edited?—The Dean of Hereford very likely, with his kindly feeling to everybody, and to me as well as to all who know him, has often mentioned that I am really the author of that book "Lessons on the Phenomena of Industrial Life "and the Conditions of Industrial Success," a name which is really meant not to allow people to run away with a mistaken notion. If you talk about social science, some people will say "A socialist!" If you talk about political economy, people will say "You must not have politics," but here are "Lessons on the Phenomena of Industrial Life and the Con- "ditions of Success." The Dean of Hereford was pleased when the manuscript was put into his hands to say that he should have no objection to be the editor of it. His name was a great introduction of it into schools; my only object being, if I possibly could, to get people's attention directed to the importance of this teaching I should not like people to fancy that it would do to put a book like this into children's hands. It would be just as absurd as half the things that are going on in schools. It might be learnt by heart, the same as Euclid, and the learners might then know nothing either of political economy or of Euclid; but my little book called "Progressive Lessons in Social Science" is really meant to indicate the method in which I think an expert teacher would try to put the contents of the Dean of Hereford's book into children's heads.

13,882. (*Lord Lyttelton.*) What means can you take to obtain masters competent to teach these subjects?—I suppose if the heads of the Privy Council were deeply imbued with my feelings, they could take some pains

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to have masters trained to it, as they have them trained to musketry and other things of that kind.

13,883. At present there is no system on which you could obtain masters who are so competent?—I know of none.

13,884. (*Lord Taunton.*) Is it very difficult or does it take a long while to train a master so that he shall be able adequately to give instruction according to this system?—First of all he must be possessed of the information, which is not to be got by the mere reading of one or two books, and then he would have to confirm his knowledge by trying to impart it.

13,885. As I understand your system, it is a new way of teaching morals rather than a system which professes to have made any discoveries in the science of morals?—I have not the slightest notion of having made any discovery at all; it was an accident in my life when I was very young which threw me upon this kind of information. I felt what an inestimable blessing it had been to me all through life, and I really was desirous of enabling others to share in the advantages which I had enjoyed. I took up the questions of political economy therefore not merely as a matter of legislation, but feeling what an immense importance it would be to have this information given to the young, and I believe this was lying latent in my mind for many years. At last I went to a British and Foreign school in the neighbourhood of my residence, where I saw a master taking great pains to teach his scholars something out of the common way. I offered, if he would keep a class of boys waiting for me till my business hours were over, that I would come to give them instruction. That really was the beginning of my work.

13,886. When was that?—In the year 1846, in the autumn of that year.

13,887. Do you find this mode of instruction attractive to the boys, and do you think they take an interest in it?—It just depends on the teacher. I never saw children yet, unless they had been previously spoilt, who were not intensely fond of all kinds of information which was put in such a way as to be intelligible to them. In our little infant schools where they have the clay to model with, and other little works to do, and where the work is made amusing to them, the masters and mistresses tell me that the children actually learn to read without their knowing how. There is my school at Gospel Oak Fields, the last that has been established; there are 360 children in it. I was speaking to the master and mistress the other day; the master's own little boy is there, he is under four years old, and the master was saying what a deal he knew, "How he picked it up," he says, "I really "do not know."

13,888. (*Dr. Storrar.*) Have you any class for the training of teachers?—No. I have made a few attempts off and on. Mr. Shields conducted the schoolmasters' class at the University College some years ago, but he was obliged to give it up on account of the claims upon him of his own school, which contains between 700 and 800 children. I conducted the class in 1863–4 one evening a week. I think about 30 or 40 teachers attended there.

13,889. Have you reason to believe that the disposition to introduce this mode of teaching in other schools is on the increase?—I have no means of judging. I should fear that very little attention has been given to it. I think in the College of Preceptors they have had examinations in economic science or social economy, and I think that the attempts made by the boys who came up for examination were really something fearfully bad, showing that they had either not been taught at all, or that they had picked up the crudest notions on the subject.

13,890. Perhaps your experience would extend the same remark to the training in physical science?—I should not like to speak upon that, because I am very poorly informed, I am sorry to say, upon physical science; but for any information upon these matters I do not suppose there is any man in England who could give such useful information as Mr. Shields, the master of the Peckham Birkbeck school, who was examined by the former Commission.

13,891. In what way is the instruction in physical science, say in chemistry, given in these schools, is it by experiment?—By experiment and by *vivâ voce* lecture. It is the same, I may say, in social science, it is not given out of books. Books, of course, are not prohibited. If boys in schools like to read books well and good, but the lessons are not given from books, all the chemistry is taught with experiments and a black-board. At Peckham, and I believe also in the other schools with which I am connected, they have got very nice collections of chemical apparatus. I believe that the boys, without ever having learnt the formula by heart in any way whatever, are exceedingly expert. As the experiments go on they will describe what takes place, and they will also translate the common language into the chemical symbols, and read the chemical symbols off, all from having these lessons given through the school perhaps once a week. Then the physiology is taught in the same way. They have the Kensington Museum diagrams, and sometimes they have the lungs and heart of animals, which they will get from the butcher, and as much as they can they have the objects before them.

13,892. Does the instruction extend to experimental philosophy, to mechanics, for instance?—Yes.

13,893. You do not attempt to carry the literary instruction beyond English?—No; I believe they do learn French in the schools.

13,894. Any English literature—poetry?—I should not like to say that they do not. I do not think any very great attention is paid to it, except the recitals. They have the common reading books.

13,895. You have taken a share, I think, in the preliminary steps for establishing middle-class schools in the City?—Yes, I have taken a very warm interest in them out of my regard for the subject itself, as well as for Mr. Rogers.

13,896. And I presume, with your views, that you would desire to introduce the study of social science and experimental science into these schools, as a part at least of the instruction given in them?—Yes. As I said before, with regard to the name of social science, in order to avoid any misapprehension, I consider it a disgrace to our civilization that a boy should leave school at the age of 13 and not have something like a clear perception before him of the world he is going into, and the duties he will have to perform, and I consider that he cannot have that unless what I understand by the name of elementary social science is taught. I should like to illustrate it by a few subjects. We all know, and we cannot take up a paper without seeing it, the confusion and the loss that is sustained in this country by strikes and threatened strikes, and the ill-feeling that is produced thereby. Now, I ask myself,—I do not know whether I should appear strange,—but I ask myself what is the cause of these strikes,—can it be anything but ignorance, and, if it is ignorance, why is not this ignorance prevented? It is considered to be unpreventible, but my experience tells me that it is entirely preventible. Why, in the year 1830, were all the southern counties convulsed by people breaking the machinery? Was it not ignorance? Do they do it now? Why, when I was a boy, were millers mobbed and bakers' shops broken into? In the very year of the Irish famine

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we had the magistrates of one of the largest counties in Ireland unanimously coming to the resolution, in the face of the impending famine, that there was no occasion for the farmers to keep back their corn. With regard to that I may mention an anecdote. I remember, in the year of the Irish famine, a young man coming to do business at my office. I am rather fond of chatting with young men, when I have an opportunity, on matters connected with the events of the day as well as of business. We were talking about the disturbances at Dundee, and the attempts to prevent corn being shipped there, and there was also some talk of the farmers keeping back their corn, and he said to me, with the simplicity of a very kind-hearted uninformed boy—although he was 18 years of age, and his father occupied a high position in the city—he said to me, "But, Mr. Ellis, do you not think it is very hard "that farmers should keep back the corn when the price of bread is so "high?" Instead of answering his question, I put three or four more questions to him. "Supposing me to be a farmer, and fancying that corn "would be still dearer in the spring than it was then in November," and asking him what I should do. He said, "If you consult your own "interest you would keep it back." "Yes," I said, "but I am not one who "likes to study my own interest without thinking whether I am doing "what is right," and I led him to consider what would happen if I kept back my corn, if my forebodings were right, and if I took my corn to market when the loaf had risen to fifteenpence, having kept it back when the loaf was already pronounced to be too dear at elevenpence. It flashed upon his mind at once, that instead of having done mischief by keeping my corn back I had really done good, and, with a candour and simplicity that I can remember to this day, he said, "I never saw it in "that light before." I do not believe that he was a bad Latin and Greek scholar. I may be allowed to add, that this year we have had, as you know, a very mild winter, and therefore, perhaps, we have not been distressed to the same extent as in most winters, but in most winters we have appeals to the public, which are very properly answered, for assistance in keeping the poor, and relieving them in the state of terrible destitution in which they are. It is bad enough in this country at any time, but when we examine into the cases of half those people, what notion have they ever had of the necessity of making the wages of the summer, and the wages of youth, guard against the wants of sickness, old age, and exceptional seasons? Now, I have been giving lessons to boys on such matters, and I am giving a course now at the school founded by Mr. Rogers at St. Thomas, Charterhouse. Mr. Jowett, a most intelligent, able man, is conducting the school; he is one of the curates. I was asking the boys only the other day, When you are 25, and you have got no property or no possessions of your own, what shall I know of you besides? They at once said, That we have been lazy and ignorant or foolish; that we have not been able to earn or not had the good sense to be able to practise that self-denial which common sense teaches us we ought to practise if we wish to have anything like a decent and happy future for ourselves. Then, again, on the question of savings banks and savings. When people should borrow, and when they are not justified in borrowing. All those subjects are capable of being put before the young in a way to excite the liveliest and most intelligent interest in them. I asked them why they did not go and trust their money with people who promised to pay them six, seven, and eight per cent., instead of putting it in the Post-office savings banks, where they only gave two and a half per cent., they could tell me, and I believe there is no child who is properly taught who could not give me the same information. Then with regard to the

fluctuation of prices, in the same way they can all understand the advantage of merchants and speculators who, when they think corn unreasonably low in May, and the prospects of the coming harvest looking bad, keep their corn back from market, or go into the market and buy corn for the sake of keeping it away from those who would buy and consume, and thus reserve it for future consumption. As a consequence they can see the advantage of the prices being raised in the month of May to guard against famine in the month of November. But these matters must not be dogmatized upon to children; there is no difficulty whatever if you only have a competent master. He will bring children to tell him all this; he need not tell the children.

13,897. (*Mr. Acland.*) You said you have endeavoured to elicit the knowledge from the boys, as I understand, by teaching them to think, and to answer questions: is it your opinion that all the ideas, and perhaps I ought to say all the feelings of duty, which a young person ought to have, can be developed out of the limited experience and range of thought of the young, without positive teaching?—Better without positive teaching; I will not say it can be elicited as perfectly as it can at a later age, but I believe that all the sense of duty, and all the intelligent appreciation of what duty is, can be done better that way than in any other. You will quite understand that I should not interfere with anybody else doing that besides if they wished, but if you ask me what my own opinion is, I should say that it would be done better in this way than in any other.

13,898. Your view is that in the improvement of the teaching of the middle classes, we ought to direct our attention mainly to making the young comprehend the facts of their social existence?—Yes.

13,899. And you think that that knowledge alone, if properly drawn out of the children, or in any other way conveyed to them, will suffice?—I would rather say that if anything else is done, and that left out, it would be a miserable failure.

13,900. You spoke just now especially of the want of providence among the humbler ranks, on what ground do you express the opinion, as I understood you, that the improvidence in various classes of society is to be accounted for simply by ignorance, rather than by want of will to exercise self-control?—Because I think ignorance is the foundation of it; attention is not drawn to the importance of it.

13,901. Do you not suppose that a great number of persons are perfectly well aware of the ordinary effect of the laws of political economy who have not the self-control to act upon that knowledge?—They may have the knowledge perhaps in words.

13,902. Will you explain in what way this Commission might recommend the education of the middle classes to be improved, so as to make that knowledge become something more than a knowledge of words?—I am afraid I could scarcely explain that, I could merely point attention to what I have very imperfectly done in explaining what my views are, and then you must see the thing in action.

13,903. You spoke of its being a great mistake to have a tripartite division of education, into upper, middle, and lower, do I rightly understand that you think it a mistake to divide education?—I think that almost every child requires to have the same kind of instruction and discipline up to a certain age. I believe (although their education is as defective as our own) in some parts of Switzerland all the children of all ranks go to the same schools up to a certain age; when the parents can afford to give the children a higher education, such as would be given to elder children, then they go into what may be called an upper school, and the children of the poor go to work.

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13,904. Do you think with reference to a considerable portion of the upper middle ranks, that it is undesirable for them to look forward to university training for their children, and therefore to shape the early period of education with a view to qualifying them for the larger course which they may enter upon after 18?—I cannot say that I have given much serious thought to that, but it strikes me that the best preparation for the highest kind of education would be such education as the children are getting in these Birkbeck schools.

13,905. Do you think that the upper portion of the middle classes, the great merchants and great manufacturers, can give their children the full advantage of the philosophical consideration of such questions as you have spoken of to-day, and the largest views of history, if they have not had a special training in English to prepare them for that, and do you think it possible to carry on such elementary training in English concurrently with the possibly more interesting subjects of a special kind, which you think desirable for the children under their own charge?—I do not at all know why the two should not go together. I do not understand that either a knowledge of ancient or modern languages prevents this, but the knowledge of language does not give the knowledge of things. You may have a good Latin, Greek, and French scholar, particularly Latin and Greek, and no knowledge of science at all. I do not know that the knowledge of Latin and Greek at all prevents the knowledge of science. All I should contend for is, do not omit scientific instruction. If I am not mistaken, we have got a mine of knowledge in the world now which 100 years ago we had no conception of. With our advancing civilization ought we not to feel it a duty that the young should be possessed of all this knowledge.

13,906. Granting for the sake of argument that those who have to earn their living by labour at an early age should get some of this knowledge before they leave school, are you prepared to controvert the opinion, that reflection on life and these larger social questions might be with advantage postponed to a later period, and that boys might therefore be better engaged in the elementary study of language, and of postponing the practical application of their minds to these questions to a later period?—I consider the kind of instruction I am aiming at should begin in the infant school, and I should think it would be a terrible thing that the children of the upper classes should be debarred from it, and from having their thinking powers exercised.

13,907. You do not at all admit that what in some persons' opinion is the premature application of knowledge tends to prevent its more healthy development at a later period?—I think there must be some mistaken view of the kind of knowledge or matter which is to come under the name of knowledge before a child. It is very difficult of course in a few minutes to explain one's own views on this matter fully; but if anybody had the curiosity to take up that little book which I have mentioned already, my Progressive Lessons in Social Science, which consist of 100 lessons, each beginning with a proposition which I believe to be true, and then a series of suggestive questions by which the teacher is supposed to extract from the child the affirmation of that proposition, or the refutation of it, or the modification of it, according as it might appear to the child, they would I think understand it. I believe that developes the healthy powers of thinking in a child, and the older the child becomes, if we may still call him a child, as he grows up it makes him feel his way for himself.

13,908. As I understand your system, its object is to teach sound morals and sound political economy in a form which can make its principles intelligible to the understanding of young children?—Yes,

and grown up people besides. I consider that the higher questions in morals are just as dependent on the simpler fundamental questions as the differential calculus and conic sections are upon a good teaching of numeration, addition, subtraction, and the other elementary rules of arithmetic. I should say, in answer to this kind of objection which has been frequently made to me, that if I wanted a child of mine to be the Astronomer Royal I would have him taught in the infant school to count with the beads, or marbles, or other objects. I may just mention with reference to a certain addition that has been alluded to with regard to this kind of knowledge as connected with a higher knowledge, and which I do not want in the slightest degree to enter upon, that one of Her Majesty's Inspectors of Schools in connexion with the Church of England 15 years ago was listening to a lesson of mine. When it was done he came and asked me questions about what I was doing; and after I had answered all his questions, he asked me as to what was left out, that kind of thing which you might suppose a clergyman's attention would be drawn to, and he said, "Mr. Ellis, if you will allow me to say "so." I said, "Do not stand upon ceremony with me;" and he said, "If you will allow me to say so, I should say you taught worldly "wisdom." I said, "Granted, I will accept your expression, and now," I said, "will you be so kind as to tell me wherein worldly wisdom is "opposed to heavenly wisdom?" He said, "Well, properly taught, I do "not see any opposition." "But," I said, "I intend to teach it properly, "and if I am not teaching it properly I will be grateful to you if you "will show me where I can improve my teaching. If I understand you "aright, properly taught the first is not opposed to the second?" and he said, "No." "May I push it a little further," I said, "and ask you "whether, properly taught, it is not absolutely necessary to assist the "other?" He could not help himself. I would not have ventured to open this if it had not been for expressions in the questions used, implying that there is a certain kind of important education which is left out in the schools under my control, and I am deeply impressed with the fact that there is a great deal more in these schools than in the others, where certain conventional and dogmatic forms are gone through and this is omitted.

13,909. (*Mr. Baines.*) Do you believe that there is a very general neglect of these important rules and principles of social life and social science attended with practical injury of a serious kind in the schools of this country generally?—I do; not from anything I heve seen in the schools, but I judge of what goes on in the schools by what I see outside. Taking young men who go into business, although I believe there is a great improvement going on, I believe the notion in young men's minds when they come into the banks and merchants' counting houses with small salaries, of making a small saving, however small their salary is, out of it if merely to form the habit in themselves, is comparatively rare to what I think it would be if the teaching was of a different kind. Then with regard to money and banking, you see what is going on in America with regard to their unconvertible paper currency. What can that be owing to except to ignorance of the plainest rules of economic science? I believe a very large portion of the bankruptcies that we have are owing to it; and I am afraid the temptations that young men get into from expending more freely than they ought, also arises from their not getting these notions into their heads. I could give you an illustration. In what I have done I have tried to grapple with the most difficult cases. I remember in the Jews' school of little boys which I was teaching some years ago, I asked a boy when he went out what he expected his wages would be. He said, "Perhaps 5*s.* or 6*s.*

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"a week." I asked him what he would do with it. He said he would give it to his mother. Then I put before him as a consequence of the instruction that he had been getting in my class, "If you were to talk "to her as we have beentalking together here, do you think you could "persuade your mother to let you put by a penny a week?" He thought he could. Then he told me what it would make at the end of the year, and at the end of the second year; and then I made the boy tell me what he would be likely to do when his wages were raised to 8*s.* and 10*s.* a week, and which would be the most likely to save out of 8*s.* or 10*s.* a week, the boy who had got these thoughts in his head from school, or one who had not? and, which would be more likely to be punctual in his attendance at work and obliging or in assisting in any emergency, and which would be giving the better example to the younger boys in the family? All this comes home to the boy's understanding, and it strikes me that it is a more important part of education than any other which you can imagine; not only more important, but that which assists everything else.

13,910. Do you believe that this class of instruction might with great advantage be introduced into all schools and all mechanics' institutions, wherever the young are trained?—Yes.

13,911. With great practical advantage?—With great practical advantage.

13,912. (*Lord Taunton.*) In short, you would wish a good system of morals and political economy taught in the best possible manner?—Yes.

13,913. It comes to that?—Yes. Political economy of course being what I consider one of the subordinate branches of morals. Morals without political economy, in my mind, would have no meaning at all.

13,914. (*Mr. Baines.*) Perhaps we might go a little further, and say that you wish to show that it could be taught, and with immense advantage, to the young at a very early age, so as to imbue them with those principles which would be of the utmost value to them in after-life?—Yes.

13,915. (*Lord Taunton.*) You are doubtless acquanted with Mrs. Marcet's Elementary Book on Political Economy. Is that at all the way in which you think that science can be advantageously taught to young persons?—I remember reading Mrs. Marcet's books many years ago; but I think it should not be taught with a book at all.

13,916. In that book it is taught by questions, I think?—Yes; and a very admirable book it was for the purpose at the time; but what I have done is specially directed to turn the attention of masters to the way in which this matter should be done; and the objection to questions and answers always is the fear that instruction will be made a matter of routine, like Miss Magnall's questions, and people can learn all these matters by heart, both the questions and the answers, and have none of the spirit at all while their memories are perfect.

13,917. (*Mr. Acland.*) I think you have stated that ideas of duty should not be taught, or, in plain words, ought not to be taught in schools on the ground of Revelation, but should be elicited from knowledge of the facts of life. Can you suggest from experience how habits as distinguished from knowledge ought to be formed in such schools as you would wish to see established? Have you in fact any arrangements by which boys are taught to exercise forethought and to save and restrain themselves from momentary gratification for those ultimate consequences which you draw out of their minds by training?—I take it in a day school it would be exceedingly difficult to show how that could be accomplished. It could only be partly done there. That work with any system of school teaching must be done chiefly at home. We all, I think, should agree that we must have the habits formed as well as the intelligence awakened.

13,918. Do you think that in any large schemes for the improvement of the education of the middle classes in England, while knowledge only is conveyed in the schools, we should entirely rely on the home influences in the formation of religious and moral character?—No; I consider you should by no means expect that you can do everything in a school, but I would do all I could there. I will tell you what has been done in our schools. The children there are comparatively poor, and I should like what I am about to say to be verified by an inspection, the schools are a model of neatness. The boys are all trained by appeals to their intelligence and feelings; there are no blows struck; there are no harsh words. When I say that I should be sorry to say there is never a loose expression from time to time from boy to boy; but the whole school is conducted on a principle of order and appeal to intelligence. The school property is respected; all kept clean; no names cut out; no disfigurement. There is respect for property in that. Then as to their personal appearance, some boys who come from the less tidy homes, on their admission come in a dirty or ragged state. That must be rectified. There must be no holes in the clothes and no dirt; but generally speaking, having a good school established, the new boys come in, and almost without a word undergo a change. It is quite extraordinary; and gentlemen who have been to see the schools have said, "These are not the children of the poor people and "mechanics, they are young gentlemen."

13,919. You attach great importance to the social tone and the habits of the school?—Very great, indeed.

13,920. Do you think that on the whole that tone will be best attained by connecting schools with any religious denomination, or by putting them on a basis entirely broad and unconnected with any religious denomination?—Our schools are on an entirely broad basis. There is no distinction made in the case of any boys or the parents of boys who come into our schools except from good conduct. I do not want to express an opinion upon anything else being kept out; all I am asking for is, let this in.

13,921. Should you have any objection to sketch out, bearing in mind what the object of this Commission is, such a course of teaching, confining yourself merely to teaching, as you think would be suitable for schools in which the boys come with the intention of entering on the earning of wages or going into apprenticeship at the age of 14, and then to point out what enlargement of that course you would give in the case of boys who might remain until 16, and who then would be likely to go into the higher mercantile positions?—I am afraid that will be quite beyond me. I have said, and I may be allowed perhaps to repeat it, that I am simply a man of business. I have had my attention awakened to what I consider wants outside the school; and my attention has been thrown back from them to say, could none of these have been prevented by better work in the school? I have come to the conclusion that it could be, but I am not really competent to go into the details of courses of instruction or to say what had better be done. I am simply confining myself to saying that this had better not be left undone.

13,922. Do I rightly understand you to mean that the chief aim of your evidence is this, that whatever course of instruction may be adopted in the higher or middle classes, whether language, or mathematics, or science, the practical training founded on the comprehension of social life should be an element from the lowest to the highest?—That is quite my opinion.

13,923. (*Lord Taunton.*) I believe you have taken a considerable part in the movement which has recently occurred in the City of London to provide education for the lower stratum of the middle classes?—

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Yes. I should not like to say that I have taken a considerable part, so as to convey the idea that I have done anything except in a subordinate way. I am only one.

13,924. You are a merchant of the City of London?—I am the manager of one of the largest marine insurance companies in the City of London, and have been so for 40 years.

13,925. Is it your impression that there is a great want of the means of education for that class at present in the metropolis and in the suburbs?—A terrible want of the right kind of education. I would not have thrown myself into this at all had it not been with the hope that we should get something better as well as more education.

13,926. Do you anticipate that that movement will succeed to an extent that will in a great measure provide for the want which you now state to exist?—I shall throw the whole of my influence, small as it is, in that direction, and but for that I would not have taken any part in it at all, because I consider the middle classes really must take care of themselves. And I should bestow my funds and my leisure time upon the poorer classes, excepting that I see a very large number of the middle class children sinking down, from their incapacity to guide themselves aright, into the poorer class, and when they do so sink I think everybody will agree with me that they are more miserable objects than those who were born in that class.

13,927. Are you at all acquainted with the existing London schools that are available for these classes?—Yes, I know a little of them.

13,928. What is your opinion of their character generally?—They are all the same. This kind of instruction which I am pleading for is entirely left out.

13,929. I do not mean as to social science, but do they give an instruction of an ordinarily good description?—Yes, the City of London school has got quite a name.

13,930. You mean Dr. Mortimer's school?—Yes, and the scholars are most successful in going up to the Universities and taking honours.

13,931. (*Lord Lyttelton.*) Are you not acquainted with any schools in the country, elementary schools, national schools, and others, in which the simple elements of political economy, wages, and so on, are taught?—I should be sorry to say that there is nothing read about them.

13,932. (*Lord Taunton.*) I think you stated a case that in some way or other the sounder opinions upon practical matters of political economy that especially affect the humbler classes have reached them, and that they are less disposed to do a great many things which they used to do?—I am quite of that opinion, that there is a prodigious onward movement, and the only question in my mind is how far that might be hastened. I admit the greatness of the improvement, but I am still more impressed with the greater need of further improvement.

13,933. (*Mr. Baines.*) Is the system taught fully in the King's Sombourne school, which formerly was the Dean of Hereford's?—I do not know anything about that school, except in the time of the Dean of Hereford when he was Mr. Dawes.

13,439. Was it taught then?—When I was first beginning my work I fell in with Mr. Dawes' books, and I opened a communication with him. On one occasion when he came to London he paid me a visit. That was the beginning of my acquaintance with the Dean of Hereford. I showed him in manuscript what I was then writing. I was writing out the smaller and earlier lessons. I showed him my first attempts at these "Progressive Lessons," which is the smallest thing, and I believe the best thing, I have done for the improvement of educa-

tion. When I showed my little manuscript to him, it was at the time the people were full of the agitation about the Corn Laws, and the angry feelings which you know pervaded society at that time. But he said to me, "Mr. Ellis, if I were to introduce this into my school I "should have the whole village in a flame about me." *W. Ellis, Esq.* 27th Feb. 1866.

13,935. (*Lord Taunton.*) Have you reason to believe that your book is now used in other schools besides your own to any extent?—I have no means of judging. It has not had any very large circulation. It is a book merely meant for schoolmasters. The book edited by the Dean of Hereford has had a very large sale: nearly 10,000 copies have been sold.

13,936. (*Lord Lyttelton.*) Have you more acquaintance with schools in London than in the country?—I have very little. My time is pretty well absorbed in business.

13,937. Your acquaintance is with schools in London chiefly?—I have come in contact with a good number of other masters, but, as a rule, attention is not awakened to this kind of instruction. I may mention this, that in the largest school in London, which is the Jews' Free school, I believe the inspector's attention was directed to this kind of instruction in the school. I thought he would have considered it rather a good thing, it being a school for Jews, that this should be taught, but I am told he rather pooh-poohed it.

Adjourned.

Wednesday, 28th February 1866.

PRESENT:

LORD STANLEY.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART., M.P.
THOMAS DYKE ACLAND, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD STANLEY IN THE CHAIR.

G. W. DASENT, Esq., D.C.L., called in and examined. *G. W. Dasent, Esq., D.C.L.* 28th Feb. 1866.

13,938. (*Lord Stanley.*) I think you have had considerable experience as an examiner for the Council of Military Education?—Yes.

13,939. And also for the India Civil Service?—Yes.

13,940. If I am correctly informed, the subject on which you come to give evidence is especially the study of the English language and English literature as a means for education?—Yes, and English history. Those are the subjects which I have examined in; they go very much together.

13,941. As a rule, should you say that either of those subjects, English history or English language, are studied in English schools?—Yes, I should say that they are now. I think I can remember the time when they were not.

13,942. That is a change which has taken place of late years?—Yes, during the last 12 years. I do not mean by that that they never were studied. I studied them myself at a public school; but I do not think that there was much assistance given at public schools, or at any schools, in fact.

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13,943. I suppose we may take it that until the last 20 years or so classical studies have had almost the monopoly ?—Quite so.

13,944. Is it your opinion that the study of the English language in the same manner as Latin and Greek are studied at schools will produce the same effect as a means of mental improvement ?—Yes ; I think the means, by which I understand the manuals and guides, are not nearly perfect. I do not mean to say that they are not so perfect as the classical ones used to be. I should think, for instance, they were quite as perfect at present as the classical ones were at the beginning of this century. Within my recollection I think the classical manuals have increased in value so greatly that it is hardly possible to measure them. When one looks back to the days of Adams's "Roman Antiquities," and compares it with Smith's Dictionaries, I think it would be very hard indeed if English manuals now were worse than Adams or Potter used to be.

13,945. But they are in a state of considerable improvement ?—Yes. I have no doubt that even the classical manuals would admit of great improvement. I do not think the study of any language or literature can be considered as having definitely reached its extreme limit, but certainly the English manuals are not worse than the classical ones were 30 years ago ; by which I also mean that I think about 30 years ago the classical ones were about as bad as they could be.

13,946. With regard to the study of English history, is that now attended to in your experience ?—Very much so. From my experience, if I am to say my experience, I at once say that within the last 10 years there has been the most astonishing improvement. I can mention a fact in reference to that. I once, if I remember rightly, with the Archbishop of Dublin, examined a hundred young men from 17 to 19 for the artillery. With the greatest possible difficulty we got 20 of them who got the minimum of about 80 marks, that is to say, who qualified in English. Last Christmas I examined about 100 candidates, and there were only seven that were below the minimum, and many of them obtained very high marks indeed. There is not a question about it.

13,947. In the first instance 80 per cent. failed, and in the second only seven per cent. ?—Yes ; I could show the Commissioners some of the earlier papers. There was scarcely an attempt made to answer them. The papers were sent in with most ridiculous scrawls upon them, showing the candidates had never been taught anything at all of that subject, and knew nothing at all about it. The process which I imagine has been going on is that the teachers have taught themselves, and that they are beginning to teach their pupils. About 12 years ago they knew next to nothing, neither teachers nor the pupils, judging by the results shown by the pupils when they came up to be examined.

13,948. You are speaking in reference to English, English literature and English history ?—Yes ; I can only speak of the subjects in which I examined. I am perfectly convinced that there is a very great improvement both in the teachers (because you had to begin with them) and in the pupils. I have examined thousands of candidates during the last 12 years. I suppose I have never examined less than 500 or 600 candidates in a year.

13,949. You say that there has been a considerable improvement in regard to these English subjects in middle-class schools ?—I do not know, when I examine the boys, where they come from. They come from all schools.

13,950. I suppose we may take it that a considerable proportion of those with whom you have to deal have not been educated at the great

public schools?—I do not exactly understand what is meant by a middle class school. I think that a very considerable proportion of them will be found to have been educated at some public school in the first instance, and then sent to some other educational establishment. A few have remained at public schools, and it is rather remarkable that in almost every military examination one or two of the best candidates come from public schools. We had a Harrow boy not long ago who did excessively well.

13,951. (*Sir S. Northcote.*) Coming direct?—Yes; and that seems to me to be the way in which they ought all to come. I should think that the training colleges ought to be superseded ultimately.

13,952. (*Lord Stanley.*) The habit of sending boys to read with a private tutor or to some special college after leaving a public school, I suppose to some extent arises from the fact that the public school does not supply the wants of the examinations?—Yes; but before I proceed further there is one thing to be considered. Very often parents, and I have found it in several instances myself, insist upon their son taking a career for which he is quite unfit. In the first place boys are born with different degrees of intellect, and the father has very often not sense enough to see that the boy has fair average ability, but is unfit to distinguish himself in any particular career. Within my recollection several of my acquaintance have had that sort of mania with regard to the Woolwich examination, which is notoriously one of the most difficult. The competition is excessively severe. Mathematics are required to be rather high, and it may be called the flower of the competitive examinations. I think it is quite as difficult as the Indian Civil Service. In every case but one these fathers insisted upon sending boys in who had no sort of turn for that particular examination, and in every case but one their sons failed. Therefore I think many of the failures are from the natural defects of the boys themselves, and from the father who insists on sending his son in for an examination for which he is unfitted. I may mention one instance, which is a very curious one. I examined a candidate two or three times (because he failed) for the artillery. I set a subject for an essay, which was, "Describe the course of education which you have had;" and the answer was most touching. He said, "I have been at five "different places of education within the last four years. I am quite "unfit for this examination, but I cannot get my father to believe it. "He drives me in, and, thank Heaven, this is the last time he can "drive me in, because next time I shall be over age." There are often cases of that kind, so that failures very often only represent the father's eagerness, and not the deficiency of the particular place of education. I think people very often imagine that all boys are born equal, though we know there are only a few people who can distinguish themselves in any career. Some of these examinations are excessively trying ones, and fathers and teachers ought not to be disappointed in case the boys fail. It very often does not depend on the teacher himself whether the boy shall go in. The father says, "I wish "my boy to go in for that examination." He thinks it is a nice thing to have his son in the engineers. I was only saying when schools are blamed that it should always be considered that very often it was not the fault of this or that school, but of the parent or the natural guardian, who made a boy take a career for which he was naturally unfit. I am now ready to proceed.

13,953. Do you think that at present sufficient attention is paid to English history or English literature as compared with classics in those schools of which you have any knowledge?—No, I should say not.

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My notion is, if I send my sons, as I have sent them, to a public school at 10 or 12 years old, and the school has the care of that boy till he is 19, provided the boy has fair natural abilities, if I wish him to go in for a direct commission, for instance, which is one of the easiest things anyone could imagine, I think I ought not to have to send him to any training college, where any abilities which he may have will run the risk of being entirely ruined by the cramming process which he will have to undergo. I think a public school ought to send out the boys of ordinary ability confided to its care in a fit state to pass any ordinary examination, and the clever ones fit to pass a difficult examination. I mentioned the direct commission because the qualifications for that are ridiculously low. If anybody hears that a boy has failed in a direct commission for the army, he may be quite certain that the boy is hardly fit for anything at all. The Woolwich examinations and the Indian examinations are quite different. They are both very difficult special examinations. I should say Woolwich was the harder of the two. Seeing that masters of schools have their pupils with them so long a time, I do not think it is so very unreasonable that they should have a certain knowledge of the English language and some knowledge of English history. With regard to the literature, which I understand is complained of, I think if you teach a boy a language, as it is his own tongue, he will take an interest in it, and that he will gradually teach himself literature to a certain extent. It is said that no school can teach English literature; no doubt no school can teach any literature thoroughly. I do not suppose Latin and Greek literature are thoroughly taught at any school, but if you give boys the means of learning them by teaching them the language, they will learn the literature to a certain extent for themselves. I know that is what I did. I was at Westminster. I had a natural turn, I suppose, for language. I got considerable knowledge of English, which I have studied ever since, and it has been the great delight of my life. It is one of the most delightful subjects of study. Is it not absurd that people should be kept till 21 before they have any sort of instruction in their own language, and then, when it occurs to them that they had better have known it, they find that it is too late?

13,954. As far as the routine of a great public school goes, I presume that a young man will go to college without having read a line of any standard English author?—I should say that as there always have been speeches at public schools, they must have had some knowledge of it. As far as I know, they are not quite so bad as the question would imply. I think there is a paralytic attempt to teach English. If you ask me what I think the result will be, I think that if heads of schools, instead of coming to the Civil Service Commissioners or the Council of Military Education, and whining about the examinations, were to try and teach their boys a little more, they would find that boys would be able to be taught English to a certain extent. But, whether they do so or not, I am quite certain of this, that if the public schools do not do this, they will ultimately lose their pupils. I think, without in the least wishing to run down Latin and Greek, which I admire as much as anyone can, masters of public schools are unprofitable servants if they do not teach English as well as Latin and Greek.

13,955. (*Lord Lyttelton.*) Would you teach English systematically in schools, or as a separate study? Would you teach English grammar separately from Latin?—Yes, I think so. I do not mean to say that I would give them an equality of time, but I think there might be some hours every week devoted to it. If you begin to teach the boy English

you will find that his own language is what he naturally takes an interest in. I think a great deal of the feeling against the study of English is only owing to that old blind feeling of inferiority of English as compared with classics. It is a reminiscence of the time of the twin tyrants, Greek and Latin. I am prepared to assert the equality of English, and the necessity as well as the practicability of teaching it. At present I say the manuals and the means are defective, and the teachers themselves know very little about it; but that does not prove that there is not a philology of the English language, and an excessively interesting one. More than that, I can say that no classical language can be properly taught without a knowledge of English and other vernacular languages.

13,956. Is it not the fact that all boys who leave public schools or universities with classical distinction are well acquainted with their own language?—I think not; not nearly so much as they might be. I have, for instance, known young men who write very good Latin prose indeed, and very good Latin verse. I know what good Latin prose and Latin verse is, and I have known the same young men utterly incapable of writing a letter in their own language or a decent essay; they have got no choice of words and no sort of mastery over the language. I do not mean to say that there are not exceptions. I say there are. I mentioned the case of a Harrow boy. He wrote a most excellent English essay and a capital letter; but I am inclined to think he did it in spite of the system in which he was trained. He was the exception that proved the rule.

13,957. Can any young man attain even moderate classical honours at the universities or the great schools if he cannot translate a difficult Greek or Latin passage into perfectly good English?—I should say the English was not perfectly good. It may be a very accurate translation in very bad English. I only know Oxford, but I have been shown Cambridge translations which might have been accurate, but they certainly were not English.

13,958. Those were by young men high in classics?—Yes, fair. I must observe, I think, that a young man who is able in one subject will very likely have a spark of ability in another. But on the other hand I have great experience in observing writing. I think I know good writing when I see it, and I must say that some who had great classical reputations have been the worst English writers I have known. I have observed this over and over again. I have known men recommended solely in consequence of their university reputation, and I have found that they have been signal failures in English writing—splendid scholars, but utterly incapable of expressing themselves in their own tongue. They have no choice of words, and very often have a very cumbrous heavy way of expressing themselves.

13,959. You say that in the subjects of your examinations you have perceived a considerable improvement during the last ten years?—The very greatest. Of course when you begin with zero it is very hard to say how far you may not improve. Twelve years ago the majority of the boys who came up for those examinations knew a few facts in English history, perhaps a few dates strung together, but in English they seemed utterly incapable of expressing themselves. They did not know even that there was any syntax or construction of the English language. The only thing which saved them in those early examinations was something which has since been cut off, namely, literature. In despair, you would ask them, "Who are the principal "English authors?" The boy would know Shakspeare, Milton, Pope, and a few more, so that you got a few facts, but of the language, as a

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language, they knew nothing. I say if you teach them the language they teach themselves the literature.

13,960. The great majority of those who come before you belong to the upper part of the middle class? — Yes, I should say they did. Most of these boys are young men examined for the military examinations. The parents of nearly all of these young men are obliged to provide 150*l.* a year for them, or some sum approaching that amount; so that, though the Woolwich examination is open to every natural-born subject of Her Majesty, that person's father must find a considerable sum to support them.

13,961. Without reference to what school they have been to, but as regards their actual condition, would you point out what the main deficiencies of their instruction appear to be? — I should say, premising that there is a certain amount of deficiency or inequality of intellect in boys, that they are still not very well acquainted with English grammar. They write better composition than they did. They write much better letters; they can express themselves better in an essay.

13,962. How is the spelling?—The spelling is much better than it used to be. The spelling is not so bad in either the Indian Civil Service or the examinations for Woolwich. There are some bad examples in spelling for the direct commissions, but really the ignorance of some of the boys sent up for the direct commissions is astounding.

13,963. Are your remarks generally applied to both these departments, the military examinations and the Indian examinations?—I think that the Woolwich examination and the Indian Civil Service examination are very nearly on a par. I think, perhaps, it would take a cleverer young man to get in for Woolwich, making due allowance for the difference of age, than it would for India. It is an easier examination to get in for India than for Woolwich.

13,964. Are they much the same class of candidates that come up for Woolwich and for India?—I know nothing about them, except by numbers. I should say there were more Scotchmen for the Indian Civil Service examinations, and more Irishmen for the other examinations.

13,965. Do they appear to have gone through the same general sort of training?—Yes, I think so; and I think, as a general rule, they would be found to have come from rather the upper middle class.

13,966. (*Sir S. Northcote.*) What is the minimum of age of the boys that have come before you in any of the examinations?—Seventeen is the minimum; but, as a matter of fact, the boys I examine for the military examinations are generally from 18 to 19.

13,967. The question I wished to ask was, how far your experience would enable you to say to what extent a boy's education might fairly be carried, when he was obliged to leave school for the purpose of going into commercial pursuits or entering on the business of life at, say, 16; can you give any answer to such a question as that?—No; I should that, with a boy of such pursuits, it would be very desirable that he should be made as thorough a master of English as he could be; that is to say, of writing. I think he might have the same education as the others, only it might stop a little shorter. You can do a great deal with a boy by the time he is 16. You will find out by that time whether he is fit for anything or not.

13,968. Looking to education as a preparation for a life of business, I suppose that you would consider that a good education in English

was an important feature in the training that a boy ought to have ?—Certainly.

13,969. To what extent would you carry that. I presume you would have him thoroughly taught the English grammar ?—Yes.

13,970. With regard to literature, what is exactly the meaning of teaching English literature ?—I understand by teaching English literature, the reading and remembering as much as you can of as many authors as you can. That is why I say it is very difficult to teach literature, because the scope is very great. I think if you teach a boy English he will probably read most of the authors for himself, if he has got any taste. I refer to boys intended for the higher pursuits. Whether the lower ones would do the same, I am not prepared to say. I should think, at any rate, they would not be in a worse position for learning it. My notion is, that every Englishman who is to be educated ought to be taught his own language. It seems to me a self-evident proposition. Instead of leaving it to be sucked in with their mother's milk or picked up as they run along anyhow, I think, as in every other country, English boys ought to be taught their own language. I believe in every country in which I have been they are taught their own language.

13,971. I suppose we may take it for granted that a boy ought to be taught English grammar, and that he ought to be encouraged to make himself acquainted with a certain proportion of the best literature of his country by the time he is 16. He cannot possibly go over anything like the whole field of English literature by that time ?—No.

13,972. In what way would you test by examination the extent of his education in what is called English literature ?—What I have done in any examination is to take a series of passages, 40 or 50.

13,973. (*Dr. Storrar.*) Those are persons above 16 ?—I am not aware that I have ever examined any candidates from the special class to which you refer. But if any of these presumed students were about to be examined in literature, I am now going to say how I should examine them. I should take 40 or 50 passages, selected from what I call fair authors—Shakspeare, Milton, Pope, and some of the later writers, Sir Walter Scott and Tennyson. I have set this question over and over again. "Here is a passage. State where it comes from, "explain any peculiarities of English in it, and state the context as far "as you are able to do so." If you set 50 passages, if the candidates are at all instructed, you will find that they answer it in various degrees. I remember an Irishman answering 45 out of 50 right. I am sure I do not know how he did it.

13,974. (*Mr. Acland.*) In how much time ?—In three or four hours. They would not be very long passages. No one would be expected to answer so many. If six or ten are answered it would be quite enough to show considerable acquaintance with English literature. I think that the fairest way of examination, and it meets the objection which is made to cramming, because nobody who knows 10 out of 40 or 50 passages taken out of a whole literature can be accused of cramming. No one accuses a master or a pupil of cramming classics when the pupil is able to take up at random a passage and tell you all about it, and what it means. Very often quotations may stop short, and only half of the passage may be given, the candidate being required to supply the rest; for instance, "A little learning is a dangerous thing"—some people do not know how it goes on. Another very good way is taking proverbial lines. "How many passages can you remember from "authors which have passed into proverbs and into daily life ?" When one is accused of cramming, it is as well to show that there are things

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which pupils cannot cram. You cannot cram the knowledge of the whole literature, nor do you expect that any one who has all these questions set him would answer them all. I have never set any series of questions that I have not been astonished at the excellent way some of them have been answered.

13,975. (*Lord Lyttelton.*) It is the fault of the examiner if cramming is allowed, is it not?—I think so. I meant to say that it must be a very bad examiner who does not find it out. I do not mean to say any system would attain the extinction of cramming. I think I know every manual that is in daily use, and of course, if I see a character of Richard the Third given out of one of those manuals, perhaps for the first time it may produce a good effect upon me, but when I find ten boys quoting it exactly in the same way, "The hand that struck "down" so and so "could not have been palsied or paralyzed," it rather impairs one's notion of its originality, and the "crammee," if I may so call him, loses marks.

13,976. (*Sir S. Northcote.*) Going back for one moment to what you say of the mode of examining in English literature, is it not possible that there may be a great deal of ingenuity called out on the part of the tutor, and something of the gambling spirit on the part of the boy, and that he may with the aid of the tutor get up a certain number of passages which are likely to be the sort of passages set, and get a certain amount of information about the authors from whom they come, which would enable him if he had good luck to make a considerable display, and might there not be danger if you gave an unlimited number of subjects for a young man to take up in an examination, that he might take up English literature, so to say, on speculation?—Yes; but I do not think if the papers are rightly set he can possibly deceive you. He may be crammed. He may bring out his knowledge as cramming, but I do not think he is likely to deceive the examiner. Nor do I think that as a matter of fact the candidates that have distinguished themselves most have been crammed, I mean crammed in that offensive meaning of the word. I think cramming is very often the name that is given to the dog you want to hang. I am not distressed in the least about cramming. I take the greatest possible interest in English, and I examine because I like it, and I shall never be satisfied until it is put on what I call an equality. I think it is quite worthy of it. I am the greatest possible enthusiast in English, and I am quite certain that no one need be under any alarm about the character of the examinations as examinations being hurt by cram. There are a certain number of boys who will always be sent up crammed, for the simple reason that there are a certain number driven in for examination who can only be taught in that way. But taking the worst view of it, I would rather have a boy who is able to learn something by cram, than a boy who is not able to be taught anything by any process at all.

13,977. (*Lord Stanley.*) I suppose the process called cramming is merely that process by which all persons who find it necessary to get up something for practical purposes do so?—Yes; I have the greatest possible objection to what may be called "topping off" places, where boys are sent for six months to be crammed; but I say also that the complaint of the conductors of public schools only prove that they are unprofitable public servants, and that they ought to be able to obviate the necessity of such a thing. In the first place it is a considerable expense to a man of limited means. Like the sophists, crammers do not teach these "dodges" for nothing. It is very expensive, and very bad for the general training of the boys, and very bad for their moral

discipline. Very often they work excessively hard for many hours, and then are left very much to themselves.

13,978. (*Sir S. Northcote.*) And their minds are very much excited by being constantly changed from one subject to another, which they get up superficially with a special object in view, which object is to be attained in a very short time, and then the whole subject may be dismissed from the mind. Is not that so?—Yes. I have heard that often said, but I do not apprehend much danger in teaching subjects even in that way. I think something is likely to stick, but even then I think that principle of teaching is a bad one, and I think that the great educational establishments in the country ought to provide the remedy. Instead of complaining that their boys are obliged to go to other places to be crammed, I think the simple remedy is in their own hands.

13,979. Do you approve in the competitive examinations of the principle of limiting the number of subjects which a young man may take up?—I think that the examinations are too long for Woolwich, but that is rather caused by the excessive care which the authorities have taken that every subject shall have a double examination. There are two examinations in English. The subjects are limited. There are five. Even then it lasts about fourteen days, which is very trying indeed for the boys, and they are completely fagged at the end of it. Practically I believe in the Civil Service examination, though they are unlimited, they succeed with four subjects. I believe the complaint that they succeeded by unlimited subjects was confuted in an excessively able paper written by Mr. Mann. The complaint was gone into as far as I can understand, and it was proved that really they succeeded with four subjects, which is not so very much. I think if I were settling it there are some subjects I would strike off. For instance, political economy used to be a subject, but I believe it is now struck off. I think political economy is a man's subject, but yet is very easy for a beginner to get up a jargon of it and to deceive an examiner, because it is a technical subject.

13,980. You do not think it ought to be begun in the infant schools?—No; I do not mean to say that you might not teach an infant some principles of political economy, but they must be very infantile. I think in an examination, whatever it may be in education, you ought to be guarded against a subject which lends itself to a mere *memoria technica*, which I think is very possible in political economy.

13,981. Do you not think that any system of examination must be bad which teaches boys to trust to quickness rather than to labour?—Yes, if you limit it in that way, but I would not do so. I would have both labour and quickness.

13,982. Do you not think it is very probable that when an unlimited number of subjects are to be taken up, a boy may trust to quickness in getting to a certain point in each of those subjects, and preferring that to the labour of mastering one or two of them by continuous work?—I think the rule which they have laid down or attempted to lay down in the Civil Service examinations is likely to be a very good one, in allowing no one to score any marks below 125. I have found that dispose of the smatterers in the most satisfactory way. Complaints are made about the difficulty of proportion, and that I think is a difficulty. The great difficulty is in adjusting the proportion of that minimum between the several subjects. The Sanscrit examiner, a man whom I love and respect very much, complained, I believe, of the rule, because he said Sanscrit was a very difficult subject, and it was a

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hard thing to knock off 125 marks, because that would amount to the most you could expect them to attain.

13,983. Into how many different divisions is the English examination divided? Do you take English literature, English history, and English grammar as separate branches?—Yes; the English examination is divided into two parts; first, composition, which has 500 marks, and then there are 1,000 marks, which are divided between *vivâ voce* English history, English literature, and the English language. They have been combined in various ways. Last year the language and literature were set together. That was with a view of meeting those gentlemen who complained so much about those subjects. I do not in the least object to teaching the language and literature together.

13,984. (*Mr. Acland.*) Is that the Indian Civil Service?—Yes.

13,985. (*Sir S. Northcote.*) I merely asked that question as the foundation for another, which is, do you observe a greater tendency to smattering or superficial acquirement in one of those branches rather than another? Should you say that there was more tendency to superficial acquirement in the history or in the literature than in the composition?—No, in a composition, as a rule, out of 100 exercises perhaps 15 will be very well done indeed, which is quite satisfactory to me. The composition, I think, is generally very well done. There are perhaps from 7 to 10 or 12 men with whom you would like to correspond.

13,986. (*Lord Lyttelton.*) You mean original composition?—Yes; then I think the history paper is generally better done than the literature; and I think the literature is generally better done than the language, which bears out what I say, that the language ought to be taught, and that if you teach them the language they will look after the literature for themselves.

13,987. (*Sir S. Northcote.*) What do you mean by the language paper, questions on grammar?—Yes; last year the questions were set in language and literature in periods. There was a great complaint about the extent of the subject, and everything was done to meet the complaints of these gentlemen. They were set in periods. I took periods of, say, 150 years, so that a candidate who had only begun with Chaucer or the Commonwealth might strike in and say what he knew of the language and literature at that particular time. Some of the candidates answered all the periods, and answered them very fairly. They had not a very profound knowledge of the early language, but they showed that they to some extent understood the structure of the language.

13,988. With regard to spelling, do you find that deficiencies in spelling co-exist with the proficiency in language or grammar or a knowledge of literature?—In those two advanced examinations, which are the ones which have most effect upon the education of the country, there is very little bad spelling. There is hardly any bad spelling in the Indian examinations and very little in the Woolwich examination. But there is a great deal in the examinations for direct commissions. I will tell you where this bad spelling almost invariably occurs, and where it ought not to be visited too severely, that is in dictation. The dictation is a very good test, but a man will make very great mistakes in dictation and not make any mistake in his other work.

13,989. Do you find that boys who are very fairly acquainted with the language do, nevertheless, make a considerable number of mistakes in spelling?—No, certainly not. Bad spelling is very rapidly going out.

13,990. To what do you attribute bad spelling? Is it to the want of proper teaching in spelling, or is it carelessness or a want of sufficient reading?—I do not know. My notion is that mothers teach spelling, and I think boys are taken away too early from them. It is a very curious thing that young ladies generally spell much better than young gentlemen. I saw a letter of a guardsman not long ago. "Billy —— "has slipped down and hurt his knee," which he spelt in this way, "Bily "—— has sliped down and urt his ne." That was an officer's letter, but it is a rare example.

13,991. I suppose to a great extent faults in spelling come from a deficiency of reading?—Yes, very much so, and I think very often a want of eye. I may say that the man who I consider writes the best English, and altogether is a most delightful writer, is a very bad speller. That arises probably from a defective eye, or something of that sort. When you are nervous about spelling it is a disease that spreads very much. That is the reason probably why the dictation is so bad, and why I think it is very unfair to set distorted passages. I never would lend myself to setting a distorted passage.

13,992. (*Dr. Storrar.*) Is not a man more likely to commit errors in spelling in dictation than in writing an original composition?—Yes.

13,993. From the circumstance that when he is writing an original composition he is using his own words, whereas in dictation he has the words provided?—Yes; you may of course make it excessively unpleasant to a candidate if you asked him to write from, "I sent to the "veterinary surgeon, and he told me that his conduct was entirely "irrelevant, and that the horse was afflicted with phthisis." You would very soon catch a boy, because those are several catch words. That I think is very wrong. I think you are bound to take a fair passage out of an English author.

13,994. (*Lord Lyttelton.*) They are more hurried in dictation?—They have the thing most deliberately read out to them two or three times. They are using other people's words, and there is perhaps a little flurry about it.

13,995. (*Sir S. Northcote.*) Have you observed much improvement in the knowledge of English since the publication of works like Morell's Analysis of Sentences and the Introduction to the Study of the Analysis of Sentences, and things of that kind?—Well, I think there is more knowledge of what I call dry practical grammar. I do not think Morell's book is a particularly good or attractive one. I think you interest people much more by the study of words. I think Trench's books have done more for the English language than almost anything. It is a pity he does not go high enough. He begins where I should leave off. English is formed by the time of Chaucer, and all the interesting philological questions are settled by that time. After that you only have variations and importations of words, which are also very interesting. I should say these books have done more to encourage it than anything else, because they are pleasant. They are to a certain extent scientific, and some of them almost profound; but they are very pleasant as well, and everybody can read and some can understand them. I think for one who reads any book of Morell's you will find a thousand read Trench's. Morell's is a very good book as an analysis.

13,996. Would you make it a part of the education that a boy should receive at school, that he should be taught English language?—I would teach him grammar. I should think him a very bad teacher who did not teach him something else, and interested him in the language besides.

13,997. (*Mr. Acland.*) Can you suggest what would be the best

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course of teaching the English language in schools, distinguishing to a certain extent between the higher classical schools and those intended to educate persons for trade?—I would teach all from the lowest schools English grammar. I would make them constantly write exercises, and I would make them write letters. If I were told to test a man, I should say, "Sit down and write me a description of this room," or some easy subject; or, "Write me a letter on any subject you choose." That is constantly done. You will see the process always going on in one's own children. The boy who writes a great many letters is the boy who learns to express himself.

13,998. (*Lord Lyttelton.*) Would you make them translate?—Yes, I think that is even more necessary for beginners.

13,999. (*Mr. Acland.*) Would you confine yourself first to the mode in which you think English grammar should be taught. To begin with, are there any good books on the subject now?—There is this book of Morell's, and a little further on there are Latham's grammars, which are not at all what they ought to be, but which contain considerable philological information.

14,000. Should the teaching of grammar be chiefly philological, or should it be chiefly what I might call practical English logic?—I should think what you call the logical part of it, if it came at all, would come last. I should first of all teach the bare principles of grammar to the younger boys, and try to interest them as much as possible in the study of words. Then with the advanced students I would go much deeper and further back into the philology of the language, in which an immense deal is to be done, because people are not quite agreed about the elements of the English language. When you use the word "egg" you fancy you are using an Anglo-Saxon word, but you are not. The Anglo-Saxon word is gone, just as much as when you use the word "cheese," the word for cheese is gone. When you use the word cheese you refer to the form in which it is made.

14,001. Should you recommend the study of these antiquarian questions in schools?—No; but I think a great deal more might be done even in them than has hitherto been done.

14,002. You think an undeveloped boy's mind would be likely to be called out by it?—No; I am not speaking of an undeveloped boy's mind, but of an advanced student.

14,003. You are speaking now of schools for the middle class?—Yes. I have not so very much acquaintance with them. In those schools I would only teach the rudiments of grammar. I am certain it is possible to teach grammar in a more advanced way even to younger boys.

14,004. Could you indicate some of the prevailing faults of English writing amongst, for instance, those of whom you spoke just now—high classical scholars?—I should say the use of wrong words; using words which are probably weeds in the language, and are not true words. That is a much more common fault than is commonly supposed, because half the disputes that arise are from people using language which they do not understand.

14,005. Comparing the way in which an ordinarily educated Frenchman and an ordinarily educated Englishman write, is there any difference in the clearness and absence of ambiguity in the two cases?—I should think that a Frenchman on certain subjects would use a great deal clearer language. On any mathematical subject his language would be clearer probably than an Englishman's, because the genius of the language is more precise and sparkling, as it were.

14,006. You just now compared the teaching of English grammar

and the defect of teaching the English language with the way in which French and German are taught to the people of those countries?—At the time I was speaking I meant that English was hardly taught at all. The Germans teach their language more or less imperfectly; sometimes very well. So also do the French, the Swedes, and the Danes. And, indeed, wherever I have been the language of the country is taught. It strikes me as rather an anomaly that the English language should not be taught, being, as I say, quite worthy to be taught at the side of any language.

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14,007. Could you give us any suggestion as to the best mode of teaching English literature? Would it be desirable that a certain limited number of authors should be selected and carefully read, or would you be satisfied with having taught the boy the elements of the language and leave him to follow his own course of reading?—No; I would give him instruction in literature. I should make him read perhaps a play of Shakspeare, or Milton's "Paradise Lost," and some of Pope. I should not go into every second-rate author, because I do not think it would interest him very much.

14,008. Supposing a certain number of good authors to be selected as text books to be really got up, would it be desirable to adapt the examinations in some degree to the selected books, or would you have the examinations of a general kind?—What I can say is this, that if the examination is done on that principle, it would be much more difficult if I were limited in my choice of books. If you gave me a play of Shakspeare, I should take good care that I set my questions in such a way as to exhaust it. I can conceive nothing more trying than being really examined in a play of Shakspeare. It would be like the man who took up the whole Greek and Latin classics, and was floored in Phædrus. You can crush a man in anything. If you said we limit this on purpose that the candidate shall have greater facility with it, I should consider myself bound to give him a much more searching examination.

14,009. My object is to ask your opinion whether it would be desirable that the examination should be generally in literature, or specially in certain well selected books presumed to be a good basis of instruction?—Provided the choice were large enough. If you gave him Shakspeare, Milton, and Pope I should not much care. If it were limited, as I know it has been proposed, to a single play, Julius Cæsar, for instance, I should, as I say, take care to make the examination severe, because I think if the subject were limited more might be expected from the candidate. It ought then to be a really searching examination. I think the extension of the subjects is rather in favour of the candidates, and I would certainly not limit it for that reason. In the schools themselves the plays might be read much more critically than they are at present. That is rather a thing which ought to be done, I mean the special reading of any particular play, in the schools, and then, as there would be plenty of time—five or six years—which these people sometimes have, you might be able to examine them in more plays. What I mean to say is, that the effect of limiting an examination to a particular subject or a particular play has generally resulted in making it a much more difficult examination, because both parties are put on their mettle.

14,010. Have you any suggestions to offer as to the relative amount of time which should be given for persons training for ordinary professional life as between the classical languages and the English language? Which do you think should have the preponderance for a person who was likely to remain at school up to the age of 18, and then to

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enter either the legal or the medical profession or engineering, and not to go to the universities?—I should not be at all inclined to impair the teaching of Latin, for instance, in any way, because I consider that Latin is a most valuable thing to teach. It is the most precise language, therefore I should not give English as much time as Latin, for the simple reason that I think it might be taught more easily, but I should have it taught two or three times a week.

14,011. Do you think it would be well to recommend that, for persons not going to the university, Greek should in ordinary cases be dropped or not taught at all?—I should be sorry to see it dropped. I have a great affection for it. I do not know what it might be possible or practicable to do, but I should not like to see it dropped.

14,012. Going a little further in the scale of future occupation, taking the case of those who go into merchants' offices or shops at about 15 or 16, could you indicate generally your views of what their education ought to be?—I think I would still teach them a little Latin.

14,013. And mathematics?—That I am not competent to say. I would certainly have them taught the lower branches of mathematics. I would have them taught Euclid.

14,014. Do you think that mathematics should be considered as almost an indispensable subject for the persons who have to occupy a great part of their life in earning their money by means of calculation and business?—I should think that would improve their minds very much, if it were not taken too high. The great deficiency of mathematical teaching is, that the lower branches are too rapidly slurred over and pupils pushed on into higher branches.

14,015. Have you formed any decided opinion on the position which physical science should take in the education of such persons as I have spoken of in schools?—No; I have only seen chemistry, and from what I have seen of physical science it has generally resulted in teaching nothing at all. It is a very pretty way of spending time.

14,016. (*Dr. Storrar.*) Has not that been in some degree owing to the inefficiency of the persons undertaking to teach the science?—That I do not know. Certainly the case to which I allude was that of a man perfectly competent to teach, the late Professor Daniel, at King's College. There were a large number of boys at King's College who, in order to qualify themselves for an associateship, were required to take up certain subjects besides Latin, Greek, and theology, and they took up chemistry. Those boys attended the class. They were excessively delighted; but when they came to be examined they literally knew nothing at all, though Mr. Daniel did everything in his power. I attended the class myself, so I know the bad effects of it. That is the fault of lectures in general. It is very easy to delude yourself at a lecture that you are learning a great deal, when the fact is you are learning nothing.

14,017. That merely comes to this, that somehow or other, between the teacher and the taught, there was a failure of instruction?—It evaporated. I think the gases evaporated between the teacher and the taught. It is very difficult to teach it.

14,018. (*Mr. Acland.*) Taking the scale down one step lower, and looking at the position of that very numerous class in England who are just above the National schools, which includes the superior artizan, the foreman of works, and the lower shopkeeper, would you give us your general opinion as to the elements of their education, how far literature in any form should enter into it, and whether Latin should?—Literature, I think not. I would still teach them English. I would teach the rudiments of English. I would teach them arithmetic. I think I would

teach them Euclid. I have the greatest possible respect for Euclid. I think it is a strengthener of the mind.

14,019. Would you make the study of good English authors a part of their education?—I think I would make them read passages from authors. It has always struck me that the great want in English is a good reader. There is no such thing. Our readers are contemptible. It would be quite possible to write a book called "The English Lan-"guage," which is a great desideratum, which should teach the language, and which should say, "Here it begins, this is Anglo-Saxon. "These were their rudiments, this their literature, and this specimens "of it."

14,020. Are you now speaking with reference to the class I have asked you about?—I was going to say the latter part of this Reader—and you might have an abridgment of it—would take the last stages of the language. What you want is some book that you can lay your hands upon and say, "This is the English language. If you have got "that book and go through it, that is the English language." There is no such book.

14,021. In speaking of that book you are perhaps looking at the general wants of the subject more than at particular wants of that lower section of the middle class with reference to which my question was put?—The last part would be exactly what you wanted. It would contain the most copious specimens. It would be a book of considerable size, in two or three volumes, or more.

14,022. Should you think it desirable that Latin should or should not form an element in the education of the lower middle class?—Not of the lower class, which you seem to refer to. I have really very little acquaintance with that.

14,023. It has been said, with reference to the teaching of English history, that it is desirable that all boys should get a better outline of the facts of the whole of English history, but that they should be called upon to concentrate their attention on some specific period, with a view to study history in a higher sense. Do you think that is a good suggestion or not?—At what time would they have to be concentrated? Would it be for an examination?

14,024. No, as a matter for study—that other studies should be shaped upon that principle that they should be expected, when they go up for an examination, such as the Oxford local middle class examinations, to produce a threadbare outline, I might say, of the facts and dates of history, but that they should not be called upon to answer any question in the politics of history except for a limited period?—Which period would be at their own choice?

14,025. I do not know that that is quite material to the question, because that would depend on the teacher?—I do not exactly understand. You would give notice that there would be an examination at such a time, at which every one would have to bring up a competent knowledge of what might be called a skeleton of English history?

14,026. The drift of my question is this: It is urged as an objection to some of the competitive examinations that boys are encouraged to take up the whole of a subject which it is quite impossible for them to make themselves acquainted with, except in the form of a compendium, and that therefore, if they are to have any real or living knowledge of the subject, their attention ought to be confined to a portion of it?—Due notice would be given to them of that, because otherwise they would have to get it all up. I think I should be rather against it. Do you mean this lower class?

14,027. My question was intended to apply generally?—That I meet

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by this observation. I think that is like the limitation with regard to a single play or author. I think it would have a tendency to make the examinations more difficult.

14,028. Would that be an evil?—I think so. If they were better answered it would not be, but I do not think they would be.

14,029. Do you think the objection altogether worthless, that it is morally impossible for a boy of average abilities, bearing in mind that it is the average boy we have to think of, to get up with any intelligence the whole of the history of England?—Certainly, English history if he has time enough, which he may have in four or five years. I apprehend your question refers to a public school.

14,030. To the lower grammar schools and the proprietary schools?—They would stay a considerable time. It seems to me that the great objection to English which is urged, and to English history is, that it would interfere with their classical studies, but in those particular schools there would not be that amount of classical study, and therefore you might expect a greater time to be devoted to English. The only reason why a boy should not be taught English is, that it would interfere with some other study.

14,031. Do I understand you to say that the subject of English history as a real historical study, not merely as chronology, dates, and reigns of kings, is one which might fairly be expected to be sufficiently mastered by an average boy in the middle ranks of life continuing his education up to 18?—Certainly.

14,032. Would you extend that to 16?—Yes, I think so. Particularly if he were in a school in which too much time was not devoted to classics.

14,033. I have no doubt your attention has been to a certain extent called to the results of the University local examinations. Have you any remarks to make upon them as to their deficiencies or as to improvements which are required?—No, I think not. I am very imperfectly acquainted even with the system.

14,034. (*Dr. Storrar.*) The teachers of classics attach very great importance to Latin and Greek, in consequence of their furnishing the means for what is commonly termed mental discipline. I presume you are of opinion that the proper study of English would not be very much behind the classics in the same respect?—No; I think if I were to choose anything that I would be taught, as matter of mental discipline, I should choose Latin. It is far more precise. Teach a boy Latin, and he will teach himself any other language. I think there cannot be the smallest doubt about that.

14,035. Indeed a satisfactory knowledge of English could hardly be acquired without some fundamental knowledge of Latin?—No. We were talking about the faults of spelling. There is one word which is more and more ill spelt, and which is a great proof of the decline of Latin scholarship, because I think it is declining, and I am very sorry for it, that is the word "separate." I see hundreds of letters every day, and I should not think there was a day passed when I do not see it spelt with an "e" "seperate." In fact I once met a lady who said to me, "Now is it not sometimes spelt with an e?"

14,036. Still you would be of opinion that a good deal could be said for this, that a thorough study of English, on the ground of its being an effective disciplinarian on the mind, should be pursued?—Yes. I only meant that Latin was the language which I should choose; but I do not think that a study of English could be carried on without a very considerable strengthening of the mind.

14,037. Have you seen anything of the higher kind of education

adopted in the British and National schools?—No, I have not. I am not at all acquainted with it. *G. W. Dasent, Esq., D.C.L.* 28th Feb. 1866.

14,038. You are not aware as to the fact whether English, treated as it is in the training schools of the National and British Societies, is really a very effective mental disciplinarian?—I have been told by examiners that the questions are very well answered, and that they consider it very valuable. I do not know anything from actual observation.

14,039. You would, I presume, for such boys, even of the lower middle class as could afford time even to acquire an elementary knowledge of Latin, recommend that the knowledge of Latin should be acquired?—Yes.

14,040. (*Lord Lyttelton.*) As to the improvement which is still needed in the educational condition of the young men who come up to you, do you think there is more to be done as to the amount of knowledge which they acquire, or as to the methods of teaching which are pursued in their instruction?—I think there is room for improvement in both.

14,041. Can you say which requires it most?—I should say the pupils were very often better than the teachers. It has very often given me the notion that the boy might have done much better if he had been better taught. It is like a horse got up badly for a race. He would run much better if he had been better trained.

14,042. Does the method pursued appear to have been more deficient in the training and development of the mind and strengthening the mental faculties, than in the mere amount of knowledge conveyed?—It is very difficult, indeed, to judge of the effect. I have found what I should call excessively robust specimens of composition. Composition is generally not deficient in strength; it is more deficient in polish, which looks as if the teaching is not so perfect as it might have been. It is so satisfactory now to examine it compared with what it was 10 years ago, though there is still great room for improvement, that I am not inclined to speak harshly upon that.

14,043. Do you think that neither the Indian examination nor the Woolwich examination aim too high, or endeavour to comprehend too many subjects?—I think that practically the Woolwich examination is limited to five subjects, and they have again limited it. There has very recently been an alteration. I think that in the Indian examination, though it takes a wide range of subjects, it is practically proved by these statistics that the successful candidates are successful with four subjects. I do not think that four subjects are so very much.

14,044. (*Sir S. Northcote.*) The average is six rather than four, I believe?—I only know from what I have heard.

14,045. (*Dr. Storrar.*) The direction is towards limitation?—I believe that those who have been highly successful have been successful with four subjects. I think they are moderately successful with six. I need not tell you when there are 80 places to be given that there is the greatest possible difference between the first 10 and the last 10.

14,046. (*Mr. Acland.*) Is it not one of the great objects of the mode of examination for the Indian Civil Service, that the aim is not simply to test how, in a given state of public schools, the boys have learnt what they profess to teach, but to test power generally from whatever source it may be derived?—Precisely. I have not exhausted what I should say about public schools. In the first place, when it is complained that boys from public schools do not succeed for the Indian

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Civil Service, it should be remembered that they compete with young men up to the age of 21. That in itself would be enough to explain their average ill-success. No boy, as a rule, stays at a public school after 19, while young men of 21 are examined for the Indian Civil Service.

14,047. The object of these examinations is not simply to see whether a boy has been taught at a good school and has learned what the school professes to teach him, but to elicit mental power?—Precisely.

14,048. Do you think it is possible, consistently with attaining that object, to modify the Indian examinations very much?—I think, seeing that there are 10 or 12 subjects, you might strike out one or two and still leave a good many.

14,049. (*Sir S. Northcote.*) Is it the case that boys who come out the highest often have a larger number of marks for fewer subjects than those who are successful in a less degree?—That I have understood to be the case.

14,050. Supposing that to be the case, would not that supply an argument for limiting the number of subjects, as showing that the superior candidates are those who really devote their attention to a few subjects?—I think when the candidates limit themselves in that way there is no necessity for any further resolution or interference on the subject.

14,051. (*Mr. Acland.*) Do you think that the most difficult subjects and what I may call the more dynamical subjects are valued at their full proportion in comparison with those of which a little may be got up in a short time?—The whole question of proportion is excessively difficult, and I would rather not go into it. No doubt, theoretically, striking off the 125 marks at the end is unjust for the reason I have told you. The Sanscrit examiner declared that the 125 marks knocked off nearly disposed of all his pupils. He says it is much more difficult to get an average knowledge in Sanscrit than in French, for instance. Sanscrit, in fact, was sacrificed to the rule which destroyed smattering, so that I would rather not go into the average proportion. It would be almost impossible to adjust it. At any rate it did not come to any result. This was a rough way of meeting the difficulty which I believe has given satisfaction to the conductors of public schools so far.

14,052. Have you turned your attention at all to the question whether Latin, as an instrument of the general education of the middle classes who are going to business early in life, should be taught exactly in the same way as it is taught to a young man who is only preparing for the higher scholarships at the Universities, and if you think that it should not be taught exactly in the same way, can you offer any suggestion as to the mode of teaching Latin so as to give it a direct bearing on the knowledge of the English language?—I think, first of all, they must be taught the grammar. Then instead of proceeding very far in literature, after you had read an easy book or two, the teacher would say, when he heard an English word, such as "separate," "What does this word come from? How does it come into the "language?" and he would analyze it.

14,053. Should you suppose it would be possible to dispense with a certain amount of the precise knowledge of the accidence which is absolutely essential for the higher scholarships, and still to make that Latin a real instrument of enlightenment as to the structure of the English language?—I do not think it possible. I think that is rather

like the Hamiltonian system and other systems, which are fearful failures. Philology is philology, and grammar is grammar. I think you would have to teach them the grammar. *G. W. Dasent, Esq., D.C.L.* 28th Feb. 1866.

14,054. The opinion has been given that you might teach, for instance, the nominative case and the accusative, and that you might dispense with a precise knowledge of all the irregular verbs, for instance?—Certainly not.

14,055. You think what is taught must be taught accurately?—Yes, grammar will be grammar.

Adjourned.

Tuesday, 6th March 1866.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
DEAN OF CHICHESTER.
Rev. FREDERICK TEMPLE, D.D.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Right Hon. the EARL of HARROWBY, K.G., examined. *Right Hon. Earl of Harrowby, K.G.* 6th Mar. 1866.

14,056. (*Lord Taunton.*) I believe your Lordship has given much attention to the subject of education in this country, and especially to that of the middle classes?—Yes. I ought perhaps to apologize for appearing before you, having very little practical experience on the subject, and having in vain endeavoured to gain lights on education in foreign countries of a similar kind, which I should have desired to do previously for the purpose of comparing what had been done elsewhere with what has been done, or with what might be done in England. My principal object in being not unwilling to appear before you is this, I wanted simply to enter a plea for English, that it shall have that place in the education of our people which Latin and Greek had in the education of the Romans and Greeks themselves; that we shall not consider a man well educated in this country who is not well acquainted with the classics of his own country, any more than a Greek would have been considered well educated who had never read Homer, or a Roman who had never read Cicero. I cannot but consider that our own language is placed in a degraded position under the present system of education. The English master is always considered a subordinate person, as a man who can teach reading and writing, and summing, or the lower parts of mathematics, and who is put into a corner and never treated as if he had to teach what I consider the noblest of languages, containing the noblest sentiments that any language can offer. It does seem to me, considering what our literature in the last 300 years has been, in poetry, in oratory, in divinity, in morals, and in fiction of every kind, that it is a scandal that our language in our education should be relegated to a corner as a thing that we ought almost to be ashamed of, and not made an essential part of the education of every liberally educated man. Further than that, not that I object to classics being a part of liberal

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education, I object that classics should be put as a necessary part of education for every person above all those who frequent the national schools, when I consider that what you have to deal with is a person who has to go into the ordinary concerns of life, and whose education you have to do with only perhaps till the age of 13 or 14, or 15. I am not for that purpose bound to consider what is the highest possible education, what is the highest abstract education, but what would most contribute to refine his taste and strengthen his reasoning powers, or in any way to raise him to the highest possible character of an Englishman, or even of an English gentleman, which the circumstances will permit. I take the problem as of an ordinary boy from ordinary classes going into an ordinary career in life, and over whom you have a control only till the age of 13, 14, or 15. Well then, I say, what is the best use to make of those years during which you have control over him? You will not refine his taste, you will not make him read the Æneid fluently, you will not make him read Cicero fluently, still less Greek. I put Greek out of the question, but you will not make him inclined to take up a Latin book again. What you will have done as far as I can see it is this; you will have made him toil not through, but among the difficulties of the accidence, and possibly through two or three preliminary books, such as Henry's books, or books of that character. What will you have done by that? What advantage will he have gained? You will have occupied a certain portion of his time; you will have given him an indisposition to learn and a dislike for literature; possibly you may have enabled him to dissect some English words, and to know that this means one thing and this means another, but really that is all you have done for the education of his mind or his character. Now, I confess I look upon it not merely as an intellectual question, but as a moral question, and I do believe that it will be of the most infinite moral advantage to our nation if our youth of every class were accustomed to read our best books in literature from their earliest days, proportioned of course to their age and to their condition in various ways; but if they were accustomed to read the most interesting and profitable books in English literature, I believe the moral as well as the intellectual effect would be enormous. I believe it would increase the moral and intellectual power of the nation to an extent not to be conceived. I do believe that to put any lad into a position to have a taste for, and an acquaintance with the best works of our literature would be an advantage hardly to be calculated. Well, then, I conceive that the question is not whether classical learning is not a good thing in itself, but whether, in a given position, under given circumstances, you will force the accidence and the books of elementary instruction in a manner which appears to be rather an obstruction to the boy's learning anything else than a help to his acquiring that particular branch of knowledge, if you may so call it, to which he is professedly addressing himself. As to the idea that it is necessary to learn two languages for the purpose of learning one, I cannot conceive how that can be so, considering the number of men who have written well in our own language without knowing the classics; for instance, Hugh Miller, and Shakspeare himself, as to whom there is a doubt about his being able to read Latin, and in a thousand other instances; or, looking only to the Romans and Greeks themselves, who certainly mastered their own languages without being acquainted with a foreign language, it does seem to me to be historically impossible to maintain that to acquire a good possession of one language you must also acquire a second. In the first place, as far as I see, with those lads who are only instructed for a short time, you do not give them the possession of any language; you give them a few of the difficulties of the language. You give them a certain exercise of memory, in its most distasteful form, where the boys are constantly

asking themselves, "What is all this about, and what does it lead to? "What good is it?"

14,057. You do not attach much importance to the study of a grammar of a dead language such as Latin as an exercise of the mind, as a means of training the mind distinct from the use of the literature of that language, in case the study should not be pushed far enough to enable a boy to enjoy that literature?—In the first place, I do not believe that nine-tenths of those who are put to learn this, do really require any knowledge at all—that they really gain anything except a distaste for other things. I do not say that a person who has a literary taste, who has a logical faculty, who has a power for study, does not gain by it; but looking at the average advantage of the great number, I cannot but conceive that it is rather an obstacle than an advantage.

14,058. With reference to the practical objects of this Commission, what do you think we should recommend, which would tend more to encourage the study of English, and to discourage too much time being given to Latin, in the cases in which it was not likely to be found of much use to boys in their subsequent career?—My feeling would be to follow, as far as the local circumstances would permit, the idea of the three collegiate schools at Liverpool.

14,059. I believe your Lordship has personally paid great attention to those schools?—Yes, I was interested in them some time ago, and I have had occasion to revive my interest in them lately. I was particularly struck with the organization adopted there. There are three schools under the same roof, but the boys do not of necessity pass by age or examination from one into another. They are differently graduated as to price, so that a father makes his choice and sends his son to the lower, middle, or upper school. In the lower school no Latin is taught, or if it is taught at all it is only for the purpose of explaining the prefixes and affixes, in the most rudimentary way. It is a good English education; then, as a means of enabling the boys who had distinguished themselves by a particular turn, what I may call a literary turn, to pass into a higher grade, there are periodical examinations, which give a title to a gratuitous passage into the next school, and so in the same way, for a gratuitous passage into the third school; the third school preparing for the Universities, or at least giving that education which would prepare for the Universities. In this way you have each of those schools well taught separately, without the functions of the one intruding on the other; but you still retain that which is of the highest importance to retain still in our country, that the poorest boys who have peculiar faculties for the purpose, shall be able by the cultivation of those faculties to rise to the highest position in church or state.

14,060. I presume you would not propose that the Legislature should interfere with the course of instruction in any school, except in the case of endowed schools?—No; as far as I can see I should act in this way—there is a vast number of grammar schools all over the country. I should like to club the grammar schools with some relation to locality, and I should like to say—"*You* shall be a good lower middle-class school; *you* "shall be a middle middle-class school; and *you* shall be a higher middle-"class school, that which is now called a grammar school."

14,061. Do you mean by the expression "clubbing" that you would bring them together in the locality or that you would leave them in the localities where they now are, only giving them a different direction for their studies?—Of course it is a very delicate matter to deal with endowments at all, at the same time I think the public mind is ripe for their being dealt with in some degree, and that with the help of the Charity Commissioners, and possibly of the Court of Chancery, and of Parliament

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in larger cases, indeed much as Parliament now deals with schemes sanctioned by the Charity Commissioners, that you might make a revision of the whole system. I think one great ground of apprehension in regard to dealing with grammar schools has been this: grammar schools having been no doubt originally founded mostly in connexion with the Church of England, there has always been an apprehension that if you dealt with endowments upon what may be called more modern notions, you would divert them from that purpose and alter their design. As far as I understand, there is now a course of action established in regard to grammar schools which will very much remove that difficulty. There is now a course of action pursued by the Court of Chancery by which the connexion of grammar schools with the Church is recognized, but the children of parents who are not connected with the Church or who object to instruction according to the Church of England, are admitted to receive the benefits of the instruction. If this is recognized as a basis of action I cannot but think that one great difficulty would be removed from the minds of those who object to interfering with the grammar schools. At present the difficulty is that the courts have recognized the grammar schools as of necessity, if I am rightly informed, implying instruction in Latin and Greek. There has been a modification of that from time to time in some of these schools under which modification English masters are appointed; but then how are they appointed? You get inferior persons. It is considered an inferior thing. All the force and honour of the school are involved in the higher classics, and English is not recognized as in itself an important study. There should be then some means by which a passage from these lower grammar schools which should teach only English into the middle grammar schools and from the middle grammar schools into a higher class of schools, similar, as far as circumstances will permit, to that which I have described as existing at Liverpool. Schools should be secured. It is rather difficult to say how that should be effected. Of course that could only be done by endowments in some shape. Endowments might be founded, possibly by rating, possibly by private benevolence, possibly by appropriation of some of the funds of the grammar school, where they were enabled to bear the extra charge. I am very much inclined to think that there would be even in the existing grammar schools a very large provision towards that object. Of course it is not so easy in small towns as it is in a large town like Liverpool, where you can have the whole thing grouped together more simply, where it is a modern foundation and where the passage from one to the other is very much simplified, and where you have a liberal community to appeal to, to assist in providing any resources which were not already at hand. Still the principle might be kept in view, and I cannot but think to a very material extent. It seems to me to be one of the most important things in this middle class Commission that it should try to vindicate for the English language its proper place, exclusively in the lower classes, but in the higher classes also never to be lost sight of. How many of our higher classes there are who pass away from Eton and Harrow without having read any one English classic and who know nothing of English but Dickens and Thackeray? It is a scandal. English reading of the highest order ought to enter into every part of every English education. Intellectually it has its value in every way, but morally, I consider the English language contains the highest morals of any language. It has the best literature as well as the most extensive. That the mass of our population, whether high or low, should be by our system of education excluded from the teaching of those subjects appears to me to be a remnant of the middle ages, a remnant of barbarism, and a mere antiquated adherence to tradition.

14,062. Do you think it would be impossible in cases where a boy could

give ample time, from the circumstances of his parents, to pursue a really liberal education, to combine a good foundation in Greek and Latin with a thorough course of instruction in the English language? Would not they assist each other?—Yes; if we are speaking of the higher class. I believe they help each other. The real difficulty of learning is, that the boy does not want to learn. Give him the taste for learning, and he will learn fast enough. You begin with the broad end of the wedge, and say, "First learn that which is of the least utility, and the least pleasant, "and then you shall learn something which will be agreeable." I would sooner he began with learning Robinson Crusoe than the Latin accidence, anything to give a boy a taste for learning, a taste for knowledge of any kind, and the thing is done. There is no difficulty afterwards.

14,063. Do you think that there would be any objection, where circumstances might point it out as the way in which these grammar schools might be made most useful, to combine them, suppressing the small ones, in some local centre which could be made available for the surrounding country?—I believe so. I believe it would be most highly desirable—paying of course great consideration always to the local feelings and interest as far as you could, by providing for advantages to those who came from the original spot, and so forth. But with the facility of intercourse which now exists, it is really not so much of importance where a thing is as what it is. If it is in a great town, it is another thing. It is a very great advantage to have education at your door, but if it is not to be at your door, whether it is 10 miles off, or 20 miles off, is really immaterial.

14,064. Have you ever turned your attention to the comparative advantages of boarding schools, and a system of day-schools for the middle classes?—I believe a day-school is much the best, but then that is only available for large towns.

14,065. You think the home influences are good?—I do not speak with any great confidence on that, not having been at any great school myself, but I believe it.

14,066. (*Lord Stanley.*) From your observation, which in these matters has been considerable, do you think that even among the higher classes more than one boy in, say, half-a-dozen, carries away from school any real knowledge of Latin, not to speak of Greek, such as would enable him to read a Latin work some years afterwards, with any pleasure to himself?—I believe not. I should say a much smaller proportion than that. I recollect old friends of mine who came to the private tutor with me, who had passed through all the classes of a public school, and could not read Latin at all. They were very sensible men in subsequent life, but when you gave them such a thing as the Westminster Grammar to read, it is not surprising that they had not acquired a taste for Latin.

14,067. Your theory is, that in the time during which they have not been learning, but professing to learn classics, they might really, many of them, have acquired a taste for English literature, whereas at present, they had been sickened of reading altogether?—That is so.

14,068. According to your experience, are you not aware that in the middle classes generally, the wish of the parents is that the boy should learn English, but that the wish of the schoolmaster following the old tradition, is that the boy should be well-grounded, as it is called, in classics?—That is so as far I can see, and I think I saw a practical evidence of it in this, in a single fact—I was the other day at a school in Lambeth, a very extensive middle-class school. I asked what proportion of the boys' parents wished them to learn Latin, and the answer was—2½ per cent.

14,069. (*Mr. Acland.*) What sort of a school was that? That is a school at which the payments are very low, 7*s.* 6*d.* a quarter, is it

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not ?—About 10*s.* a quarter, I think. We are speaking of the lower middle class. I am not now speaking of the highest. As to French, the proportion was about 25 per cent.

14,070. (*Lord Stanley.*) Your theory is that this tradition of exclusive devotion to classical literature has been handed down among teachers from the time when there was no available literature except classical literature ?—That is exactly my feeling. From generation to generation the teachers have gone upon this idea, and they cannot comprehend anything else. In regard to the lower school at Liverpool, I was asking—"Who are your best teachers ?" and the reply was—"The "best teachers are the men trained at Battersea and at St. Mark's. They "have learned English thoroughly and systematically, and they are the "best teachers we can get ;" but the fact is that a gentleman educated at the Universities does not know how to teach English. It has never been taught him. He has picked it up by conversation and his own reading, if he has at all.

14,071. A man even in the higher grades of life, may now leave the university without having read a line of Shakspeare or Milton, and possibly with only the barest possible acquaintance with the outlines of English History ?—Yes.

14,072. He may leave the University having taken a degree ?—Yes. Some of the St. Mark's and the Battersea trained men were excellent in the thorough knowledge of English. They took passages from Milton, read them backwards and forwards, and put them into other order, and they were obliged to parse them and explain them. The same faculties were exercised there in construing Milton as in construing Latin, only there was an interest in the one and there was no interest in the other. I believe in America, in the same way, in all their common schools they make English an essential element of their teaching. I believe it is a tradition, and nothing else, that keeps our population from the enjoyment of their own classical language.

14,073. Do you not also think that there is a considerable waste of mental power in the manner of teaching language by the rules of grammar which have to be committed to memory before they are understood ?—My impression is, that a system something like the Hamiltonian system is a much more sensible thing; that is to say, first to give a sort of familiarity with the words of the language, creating the feeling of a necessity for a rule to enable you to work your way through it. What I say is, do not give your rules first.

14,074. That is, in fact, the way in which a man acquires any modern language if he has occasion to learn it ?—Exactly. I believe that was the way, for instance, that soon after the revival of letters Latin was taught. They all taught Latin in that way, and the rules were only given to explain and assist them. I think if you look at Milton, his scheme for teaching it was very much that. They taught Latin habitually as in some of our schools French is taught, when no other language is permitted to be used. The rules were given to assist them in doing that which they had a desire to do, and to help them through their work.

14,075. (*Lord Lyttelton.*) With regard to Greek, taking children of the middle classes generally, those who leave school at about 16 to go into business, do you think that with the exception of some superior or peculiar boys who may be going to the Universities, rather out of their own class—that, whatever could be done with Latin, Greek should be altogether excluded ?—I should be sorry to see Greek excluded from the higher sort of grammar schools. There should be a means of easy passage to the highest learning for the lowest boy, if he has the peculiar faculty which will lead him to what you may call the more intellectual occupations of life.

14,076. In the case of boys who are to go into mercantile and professional life at 16?—In such cases I should not. I imagine that the Scotch learn hardly any Greek habitually, but they go into every position where intellect and exercise of intellect are required, and they distinguish themselves by their practical utility and also by their reasoning powers.

14,077. As to the methods of teaching, do you not believe, particularly perhaps as regards the middle classes of the country, that there is great room for improvement in the methods of teaching such subjects as Latin and grammar?—I believe so.

14,078. May we not suppose that by improvements to be arrived at in the method and system of teaching, making it more intelligent, we might arrive at this result, that average boys of the middle class might be taught the principles of Latin grammar so as to understand them, and have an intelligent power of using them?—I believe perfectly, that if you take the odd boy, I mean the exceptional boy, who has a turn for the thing, he would be much the better for it, but that with the great majority it would always be rather an obstruction than an advantage.

14,079. Not taking the odd boys but taking an average boy, do you not think that with improved methods of teaching the principles of Latin grammar might be taught to the great bulk of boys so that they should have an intelligent appreciation of them?—I believe if you never taught Latin at all till the boy was 12 or 13, and taught him English, he would at 14 or 15 be far before the boy whom you had begun to teach earlier.

14,080. Apart from particular cases, such as you have mentioned, of great genius, Shakspeare or Hugh Miller for instance, do you not believe that the principles of grammar, the principles of language, are better taught through a dead language like Latin, and particularly a language of which the principles of grammar are so simple and complete as Latin, than through the grammar of a language like English?—I look upon the attainment of grammar as merely a means to an end. I do not look upon the attainment of grammar as a necessary thing. For the ordinary man it is a means to enable him to read and write clearly and intelligibly. I believe that the average boy, taken in a different way and taught English alone, will at 15 or 16 be a much more accomplished boy. He will read and write much more intelligently, and he will have more love for reading and writing and be more inclined to improve himself, because it must be remembered that the large proportion of those who go to school and colleges go away with a distaste for it. I cannot but think that that is an unnatural state of things. I do not believe the French do that. We attempt to cram down the boys' throats a much greater amount of the classical languages than any other nation. Possibly the Germans may be an exception, but certainly, as to France or Italy, you would never have a Frenchman ignorant of Racine, you would never have an Italian ignorant of Dante. As a matter of course all those things are taught. With us it is only a boy's particular turn for works of imagination that leads him to them at his leisure hours.

14,081. The question is, whether one might not add that to the present system without dispensing with the learning of grammar through a dead language?—If you find that you can, by giving an hour or two a week to the elements of Latin, while you are pouring in a desire for knowledge through a boy's native tongue, if you can at the same time assist him in organizing that by a knowledge of the skeleton of Latin, for that is all you are going to teach him, and you are not to clothe it, if you can do that all the better; but I certainly would not sacrifice one atom of good English teaching for that amount of framework with which alone you would be able to endow boys in that condition.

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14,082. Still do you not consider that with the object of knowing their own language better, for the majority of boys the best preparation is a thorough knowledge of the grammar of Latin?—If I could, by devoting not more than an hour or two a week to it, prevent the Latin from giving the boy a distaste for learning generally, and yet give him the advantage, which no doubt it is, of an acquaintance with the more accurate and precise grammar of the Latin language, I should be most happy to do it. Whether you can or not is matter of experience. I do not say that there are not schools where it may not be done. I do not say that under Dr. Howson in the Lower Collegiate School at Liverpool there may not be just that amount of Latin grammar introduced. But at any rate let it be merely subordinate, as a means to an end, and not so pursued as to endanger the acquaintance, not only with the boy's mother tongue but also with some of the treasures of knowledge and imagination and morals which his own language contains. I think I have seen it stated that you want a backbone to a school, and that you can find no other backbone than Latin. It seems to me that the backbone of a school of that class is arithmetic; good sound arithmetic, well considered, seems to me just the backbone that is wanted. It is a thing which exercises the boys' thoughtful faculties. It is the backbone which is required for a boy of that class. He feels its utility, and good well-taught arithmetic is an amusement to him as well as a training to his intellect.

14,083. In any view do not you put it too low in speaking of an hour or two a week to be devoted to learning the principles of grammar?—I think I have heard that two hours a week would be enough. Two hours a week are given to French, and that is by way of teaching French.

14,084. You seem to assume that the youngest boys must be taught the first rules of Latin grammar merely by rote without understanding them?—That is not the way I should begin.

14,085. You do not assume that that must necessarily be so?—No; but that is the usual way.

14,086. Do you not believe that the very essence of an improved teaching of grammar would be that the rules should not be taught by rote, but should be taught so that they should understand them?—My objection is not to Latin *qua* Latin, it is only to Latin *qua* interfering with the general desire for knowledge, philosophical knowledge of the boy's own language. If you can combine with that a certain amount of Latin teaching, by all means do so. It is not that I undervalue it where it is acquired, but I look upon it as at present an obstruction.

14,087. You admit that the proper teaching of a language, whether Latin or any other language, requires that the first elementary rules should not be taught by rote, but that they should be taught so that boys should understand each rule as they go on?—Quite so.

14,088. (*Mr. Acland.*) Would your objection lie to the method which is pursued in modern books, of making a boy build up the rules from the principal facts of language which are submitted to his notice, as in Arnold's books?—By no means. It seems to me the only philosophical and practical way of attaining a language. But even Arnold's works have not succeeded in making Latin grammar popular with the average of boys, and leave it still, in my mind, an obstruction to general education.

14,089. (*Dean of Chichester.*) From your experience at Liverpool you advocate the system of one school, or one class of school, being dovetailed as it were into another. Do you not think that might be carried on from the national schools a good deal?—Yes, by all means. I think there should be an opportunity of rising to the highest from the

lowest point. If I recollect right, it is a part of the Liverpool system that there is from the national schools, even of the town, an opportunity of advancing into the lower middle school, and so on from one to another until they reach the University, so that any boy of peculiar faculties should have an opportunity of reaching higher positions.

14,090. I have seen a system in a large town of rising from the penny national school to learning other things, paying *4d.*, *6d.*, and *8d.* a week, and I have found people always ready to rise and pay for increased knowledge, and they then could pass into the schools you have been mentioning?—Yes.

14,091. Do you not think female authors write very good English?—Very good English.

14,092. Have they generally learned Latin?—They have generally learned very little Latin. I believe that the learning of a good style does not proceed from the rules of grammar, but from familiarity with good conversation and good authors. It is notorious that all the best books in every language have been written before the grammar of the language was composed, or before the rules were understood.

14,093. (*Mr. Baines.*) Your Lordship has referred to schools in Liverpool, and you have mentioned that a boy by success in examination rose from one school to another, and received gratuitous education?—Yes.

14,094. Is that absolutely gratuitous as long as he continues?—I am not quite sure. I think there are different degrees. I think there is gratuitous education for six months, but I could not be absolutely sure upon that point.

14,095. There must be a fund specially appropriated for the purpose of scholarships?—Yes; it is out of the school fund; part of the charge upon the master that he educates for nothing such and such boys.

14,096. I quite understand your Lordship not to undervalue Latin in any of its uses, for instance, as a foundation for modern language?—Yes, French or Italian, or Spanish.

14,097. But simply to raise a superior and prior claim for English?—Yes, above all things, let us not neglect English.

14,098. You would admit the great utility of Latin for scientific men, for those who have to travel, for those engaged in business, and who must have a knowledge of the languages of foreign countries. In all those cases you do not in the least mean to undervalue Latin?—No; but then I do not expect when you deal with the education of the lower middle class, that a very large proportion of them would be deriving an advantage even from such openings as you were suggesting. At Lambeth, I said: "Why is this boy going to learn Latin?" and the reply was, "Because his father is a chemist, and he wants him to go into the "chemical line." Another was the son of a schoolmaster, and he looked to his son going to one of the Universities. Those are specific and exceptional cases. But if the whole system of education has been such that for the sake of those three or four all the rest were to be drudging through matter which was of no use to them, and which obstructed them in more important things, I should say you are sacrificing the major to the minor object.

14,099. (*Dr. Storrar.*) You are referring to Mr. Gregory's schools in Lambeth, as being schools in which the lower section of the middle class are educated; are not those schools National schools?—No, he has four different schools, and the National school is quite apart; they are separate entirely. There is a girls' school over head and a boys' school paying a lower rate, and a boys' school paying a higher rate, now forming three entirely distinct schools. In one school they pay 10*s.* a quarter. I know it is not a National school.

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14,100. The school plant has been established by a grant from the Privy Council, has it not?—I really cannot speak as to that. There is a National school there, but this is not a National school.

14,101. (*Mr. Baines.*) Where classics are taught, would you postpone and think it advantageous to postpone the beginning to learn so difficult a thing as a new language to a more advanced age than at present it is generally begun at in grammar schools?—I think so. I cannot but think that the great point is to develop a boy's mind early and to give him a desire for learning, and that if that has been done well up to 12 years of age he will learn most rapidly. How very little a boy of 12 years of age knows of Latin habitually; but it has stood in the way of his learning other things.

14,102. (*Mr. Acland.*) You referred just now to a suggestion which has been made, that Latin should be the backbone of the school; I think if we mean the same person, that the person who suggested that included also geometry, what would be your opinion of the elements of geometry is an indispensable element in the education of the lower middle class?—I should be very glad to engraft it on any system, but I believe there are classes of minds to which geometry is almost an inaccessible study, and I would not make anything that is thoroughly distasteful as a necessary ingredient into any education; at any rate, applied geometry should go hand in hand with the abstract truths.

14,103. If I understand you right, you would make the two necessary elements English and arithmetic?—English and arithmetic, good fluent reading, good exercises, dictation, writing from recollections of a good paper in the Spectator, which had been read over night, arithmetic carried as far as you possibly could, and of course good spelling and good handwriting.

14,104. Taking those as the formal or instrumental elements of education, what would be the subjects in the way of direct information and the communication of facts and of knowledge; which would you think most important?—English history, good biography, modern and ancient, Plutarch's lives, for instance, in translation, that should be first of course. I am always presuming that there is a sound religious basis, and that I think would be very much increased by the knowledge of English, as almost all our best English books are strongly imbued with a religious character directly or indirectly.

14,105. Presuming the religious basis to be indispensable, is there any other subject in the way of knowledge and facts which you would think very important?—I should be very happy to engraft any amount of physical knowledge that can be added. There is a great difficulty always as to physical knowledge; that, unless it is accompanied with experiments, it is not very useful, except in a vague way, and experiments are rather difficult to have on account of the expense, dirt, and so forth, in every place; but wherever it can be, I think it is extremely useful.

14,106. Have you fully considered the practical difficulty of giving a boy a lesson in English when he knows no other language but his mother tongue, and telling him to get that up with an equal degree of accuracy to what would be required in the case of learning another language?—I do not think you practically get that accuracy from nine out of ten of the boys with whom you deal in that way now. I see boys going to the University every day who cannot put a Latin sentence into form, and what have they gained directly or indirectly?

14,107. Do you think those boys would have arrived at greater precision of mind and greater grasp of language if they had been taught English?—I think so; I think if they had read Robinson Crusoe and been examined in the fact of Robinson Crusoe, they would have learned much more than they have done. They would have learnt a vast deal

from the book itself, and they would have acquired a taste for knowledge and for geography and an interest in foreign parts.

14,108. Ascending from the lower school upwards, would you bring in French or any other subject as the next element, in addition to those which you have spoken of?—I think there ought to be different schools which should have their own speciality.

14,109. As between French and mathematics?—I should have both.

14,110. You would introduce French and mathematics concurrently in the second order of schools, upwards?—Yes, I should be very glad to do so when I could. Of course there is in the teaching of a foreign modern language the difficulty of the pronunciation. The French profess to teach English and German in many of their schools, but they feel the same difficulty that we do in carrying it into effect. You cannot get a modern language often well taught except by a native of the country whose language is to be taught, and this is not always easy to be secured. I was told in the middle-class school at Lambeth that they were learning French there, and that one boy read his French history book very fluently.

14,111. Have you considered the great difficulty that there is in what you suggested just now about the grouping or clubbing of schools, the intense attachment with which members of a particular parish or town cling to the local application of their funds? How would you propose to get over that difficulty?—It is no doubt a difficulty which would require tender handling. As I said before, I do not attach much importance to the transference from place to place. They might be grouped morally without being grouped physically, because you have buildings and all sorts of things ready which it is better not to disturb. I should be sorry to deprive many of our little country towns of the advantage and the little glory that surrounds them from having a grammar school, but then you might group them as to subjects, and give boys going from that small town who had a faculty for classics, a free access to another school instead of their own school. It is by no means an easy task to provide for that difficulty, but I think it might be done.

14,112. Does not that imply that any boy living in a town which has not got the school his father wants, must incur the additional expense of going to a boarding school?—Yes, you must sacrifice somebody. At present in your small towns, the whole population above the labouring classes is sacrificed for the sake of squeezing out now and then,—distilling in fact as it were,—one or two drops very precious in themselves, but very rare, of university scholars, here and there one, but all the rest suffer in not having the school which would supply their wants and do them good.

14,113. Supposing we could make a clean sweep of these traditional prejudices, would it not appear to be the first duty of the State in dealing with the subject on a large scale to provide a good day school for the most numerous classes in the first instance?—Exactly so. That is what I desire to see done out of the ordinary grammar school; and I would provide for the exceptional persons who now and then come up to the surface above their fellows in a small town, as fitted for the higher career in life by a scholarship, or an exhibition, or something of that sort, enabling him to go elsewhere. I could do this more easily than I could establish a good school for all the rest in the same town. As it is, with a very few brilliant exceptions, the grammar schools are bad classical schools and not good for other purposes which are more required.

14,114. Do you think you may hope to succeed in commuting some of these endowments into exhibitions to cover the expense of boarding, so as to move a boy from the smaller market town to the larger town?—Exactly.

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14,115. In order to carry out any such scheme, it is very necessary to consider the constitution of boards of trustees and governing bodies. Have you any suggestion to offer on that subject, either for particular schools or for districts containing several schools?—It is an extremely difficult matter, because, as has been already stated, you are brought into contact with very tender feelings in the different localities and with a rather jealous feeling as to the interference of the State. I cannot but think, however, that there are means of overcoming this difficulty when you have once distinctly decided what your scheme is, and all apprehensions are removed that you have some hidden purpose beyond. The apprehension I alluded to before is one that has weighed upon the minds of many, that if the State meddles with these endowments it does it for a different purpose from that for which they are intended. Re-assure them on that point, and I believe a great deal of the difficulty will disappear. Certainly the present system of trustees in the smaller places is very weak and inefficient.

14,116. You are not prepared to suggest any desirable principle to be kept in view in the constitution of county boards of trustees or even town boards?—No, I have not considered that point enough to venture a suggestion. I think one thing of the first importance is that the master should not have much independent income.

14,117. Then you would be generally favourable to making the master's income depend to a very considerable extent on capitation fees?—To a very considerable extent. I have seen so much the evil of that in the vacant grammar schools which are studded about the country; the master walks up and down, *vacuâ se jactat in aulâ*, and would rather have his 300*l.* a year of fixed income without a boy than be troubled with a full school. I have seen the school where Johnson and Garrick were educated, which was, but is not now, in that position. The master says, "I have not a scholar, but I have 300*l.* a year."

14,118. (*Lord Stanley.*) If the master has a sufficient income independent of fees, of course it is an object with him, setting conscientious feeling apart, to keep scholars away?—It is. But without blaming the masters, who are often conscientious and able men, empty schools must be the consequence of offering to teach what the parents do not want and the boys do not like.

14,119. (*Mr. Acland.*) You spoke just now of the apprehension which might be raised of the religious basis of grammar schools being changed, if they were more freely dealt with: I wish to ask, confining my question strictly to the middle classes, what is your opinion as to the desirableness of laying down as a basis that the education should be on the principles of the Church of England, with entire liberty to other communions to benefit by that education, without having their conscientious scruples interfered with?—In regard to the middle-class schools, I have no difficulty at all in preferring that basis as most consonant with the interests of the Church and of the country.

14,120. (*Lord Taunton.*) In the cases where the schools were by their foundation attached to any other denomination of Christians, I presume you would not object to the same principle being carried out?—The question has never presented itself to me from that point of view; where people have founded specific schools for the purpose of the inculcation of certain doctrines, we have not I think habitually dealt with them as freely as with the National Church, which has been considered rather as national property, and more subject to legislation.

14,121. I believe the present practice in the Court of Chancery is to act upon that principle, where it has reason to believe that the principles of the testator were in accordance with a particular denomination, to

make that the basis of the religious education, and at the same time to put in what is called a conscience clause?—I was not aware of that; there is an Act of Parliament on that subject as to grammar schools, but I was not aware that it dealt with all schools.

14,122. Have you turned your attention to the present state of the education of girls of the middle classes of this country?—I cannot say I have done so more than any other person. I have a general impression that it is very inferior, but I have not had particular opportunities of observing it.

14,123. In Liverpool, for instance, are you aware whether there are those facilities for giving a sound education to the daughter of a tradesman, or a girl in that class of life, which their brothers have?—No, I am afraid not.

14,124. Do you think it very desirable there should be such facilities?—Yes. I am very much in favour of the system of examinations of girls in connexion with the Universities which has now been begun. I think it is of the highest value. I think it is the only way in our country, where the State interferes so little, in which the State can interfere to any good purpose; to let individuals do their best, but to be always testing their work, so as to give parents, neighbours, and friends an opportunity of knowing what is good and what is not, for parents are totally unable to judge for themselves. I cannot test my own children properly, although I have had the advantage of a University education. You do not know what other boys of the same age are doing; you do not know what to expect of a boy, say of 14 or 15; you cannot recollect what you knew yourself at that age. The examiner knows all that; he knows what the boy ought to know. If you come to persons who have had less opportunity of education, it is, of course, utterly impossible for them to form a correct judgment.

14,125. From your Lordship's acquaintance with the continent, do you believe that the shopkeepers' wives and daughters in a city on the continent are often more useful aids and helpmates to their male relations than English women of the same class?—Yes; I am not quite sure, however, whether that is owing to education or not. I do not know whether you can trace cause and effect exactly there. No doubt the French woman is much more active-minded and self-possessed than the English woman; the French woman has a firmer fibre and more resolution about her, I do not know whether their education is better or worse, in so far as it refers to the higher classes. The convent education, I imagine, is as bad for practical life as it can well be. In Switzerland they have a very good education for females, but what it is in France I really do not know. I am very glad to express my hearty and cordial sympathy with the new system of examinations of every kind. Everything that strengthens the reasoning power and gives girls accuracy of thought improves the female character in a great degree.

14,126. Do you think it would be reasonable to give a share of those endowments which have been left for the education of the youth of England without distinction of sexes, more largely to girls than is at present the case?—I do not know sufficiently what the endowments are at present; if there was room for them I should be most happy to admit them. I do not know whether they might not be admitted to a mixed education in earlier years in the higher classes, as they are in the lower classes, and with infinite advantage.

14,127. (*Lord Lyttelton.*) Do you approve of the recent extension by the University of Cambridge of its local examinations to girls?—Yes; very much.

14,128. (*Mr. Acland.*) It has been suggested to this Commission that

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it would be desirable to have in each county or district one or perhaps two schools in which the classics would be the primary subject, and in which modern subjects would take subordinate and supplementary places, and that, on the other hand, there should be several schools in the surrounding district in which some modern subject should be the primary subject, and Latin should be optional. Would that in some degree fall in with your views?—Yes; if I saw my way to founding such things and to governing them. The difficulty is to found and govern. My suggestion as to clubbing or grouping existing grammar schools would have this object in view.

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Sir ROUNDELL PALMER, Knight, Her Majesty's Attorney-General, examined.

14,129. (*Lord Taunton.*) I believe in your office of Attorney-General the state of the educational charities of this country comes very much under your consideration?—Frequently; of course not on my own motion, but upon complaints or representations.

14,130. Will you have the kindness to state in what manner it does so?—It usually comes before me in this way. If any person has a complaint to make of any abuse, according to the nature of it, he either desires to be allowed himself to proceed in court, or he desires that I should proceed. Of course those matters which belong to the Charity Commissioners, and which they can deal with by themselves, do not come before me; but supposing it to be a matter which must come into court, it cannot come without my permission. If it is for a scheme for administration, for a matter which is more or less amicable, that is done by a petition under Sir Samuel Romilly's Act and some other Acts of Parliament, Sir Eardley Wilmott's School Act, and so on, and I have simply to consider whether it is a proper case. It is very usual, of course, to allow that in a *bonâ fide* matter. On the other hand, if there is any very serious abuse to be rectified, it is done by information. It is a more elaborate kind of proceeding, and involves more expense, and that also I must allow. The cases in which I *ex officio* file informations myself without a private relator are always certified by the Charity Commissioners, at least as a general rule. I have authority to do it without, but it hardly ever happens that I file an *ex officio* information in a matter of this kind except upon their certificate. Of course it depends entirely on the nature of the case, whether I think it right to do so or not; but, as a general rule, I do what the Charity Commissioners certify as proper.

14,131. Do you consider that you have any considerable latitude and discretion in regard to those cases, or do you follow precedent pretty exactly?—As a general rule I consider that I ought to facilitate the investigation of any *bonâ fide* subject of complaint if private persons are willing to be at the cost of it, which is not *ex officio*; and on the other hand, if there is to be an *ex officio* information, then I must satisfy myself fully that there is really a matter which ought to be remedied.

14,132. Do you think this system provides a sufficient check against wasteful and unnecessary litigation in those causes?—No; I should hardly think it does. I think it is exceedingly probable that a simpler mode of proceeding might be better for all parties where there is not an actual contest as to the beneficial right to property.

14,133. Have you any control over appeals?—Yes. I have complete control over all the proceedings. When once instituted, I can stop them at any moment, and prevent any appeal being taken. There was one remarkable instance of that long before I was Attorney-General. I

think I was counsel for some of the parties in the case, and there the relator presented a petition of appeal in the name of the Attorney-General against some order made in the Rolls Court. The Attorney-General appeared to ask that his own petition might be dismissed, that is the petition in his name, and there was a contest between him and the relator. The Lord Chancellor said the Attorney-General is always master of the litigation, and can stop it at any moment.

14,134. I believe that these questions might be brought before several courts of equity?—Yes; before any one of them.

14,135. In your opinion has that circumstance to any extent led to inconsistent decisions which have been prejudicial to the public interests?—No; not I think to a very great extent. I presume your questions are chiefly, if not entirely, confined to school charities.

14,136. Entirely?—Of course you will understand that the answers which have been hitherto given are equally applicable to charities of every sort, not specially to school charities. With regard to school charities I should say that there really is only one subject on which there ever has been a tendency to differ in the courts, and it is pretty well settled now. That is the subject of what is commonly called the conscience clause.

14,137. You think that that practically is settled?—I think so. I think it is now well settled that in all cases where the court settles a scheme, it being a church school, it says religion should be taught according to the principles of the Established Church; but that no children whose parents, or persons standing in the place of parents, object, should be compelled to learn any formulary or to attend the public worship of the Church of England. Even if the school be not a church school, nor of any other particular denomination, I do not know that there is any very substantial difference in that respect, because the court always considers that religion should be taught in any place of general education under its control, if not excluded by statute.

14,138. Is it not the case that where in the foundation deed it is expressly laid down that only the doctrines of the Church of England shall be taught, and that every scholar shall be required to learn them according to the formularies of the Church of England; you would not consider that there was any latitude of interpretation left in a case of that kind?—Such a case is exceedingly rare. I will not say it never occurs. I should not like to commit myself until I was sure of my accuracy; but I have a notion that there was something very like this in the case of the Colston Hospital school at Bristol, a very great school in the west of England. I remember being struck when the papers were in my hands by the extreme stringency of the churchmanship of the founder. But still I do not believe that, practically, the school is administered on that principle.

14,139. I apprehend you would not take the circumstance of the school being founded by a bishop of the Church of England or by some churchman as precluding you from applying what is called the conscience clause?—Certainly not; that would have no influence whatever. The only case which could preclude it would be if there was an express and positive direction that every child should be taught so and so; but as I have said the cases are so rare that one almost suspects when they do exist that they are overlooked in practice.

14,140. (*Dean of Chichester.*) Would you say it is the same in the dissenting schools?—In the first place there are not many dissenting schools which come under the supervision of the court, and I cannot tell how far those principles would be applicable there. It may be that the school is founded on a narrower basis altogether, not for general

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instruction, but specifically for some species of dissenting teaching. If, for example, there was a theological school in the Church of England, or a school expressly for teaching doctrine and nothing else, the court would certainly not interfere with it. Then I conclude that most endowed dissenting schools which are properly so called would be found to be distinctive in their character, less for general instruction, and more for special instruction. I do not know much about them, for really I do not recollect in the whole course of my experience to have had such a case.

14,141. (*Lord Taunton.*) Nor a Roman Catholic school?—Nor a Roman Catholic school.

14,142. Would you object to favour us with your personal opinion as to how far this system has worked satisfactorily as far as you have observed?—I believe it has worked very well, but I should mention that the dissenters do not seem to like it. They want to invert the *onus probandi* in these cases, and I believe as often as a new Attorney-General is constituted they always try whether they can get him to alter the general form of the conscience clause. It was so with me. There was a case from Northampton in which I was very much pressed, indeed, soon after I became Attorney-General, and as to which I heard long arguments. What they wanted in that case,—and I have been told that it has been tried with my predecessors, and tried as often as there is a change in the office,—what they wanted was to subvert the present form, and to say that no child shall be taught distinctive doctrines of the church, except at the express desire of his parents or guardians, so that you must not take it as clear that the present form is accepted by them as a satisfactory settlement of the matter.

14,143. (*Lord Lyttelton.*) Have you repeated nearly the exact words of the clause as the Court of Chancery has been in the habit of putting it into deeds?—I cannot undertake to say that; but I am sure I have given the substance of it.

14,144. The words were these: "that no child whose parents "objected was to be taught the formularies of the Church of England"?—That is not the language, no doubt.

14,145. You are probably aware that in the conscience clause as enforced by the Committee of the Privy Council in elementary schools, the words are these: "No child is to be taught the doctrine and formularies "of the Church of England." Are you aware whether that is so in the Court of Chancery?—It would be very easy to find the precise form. My impression would be, that in substance it would go to peculiar tenets. I am not positive whether the word "doctrine" is or is not used. But it would not be confined to formularies. I think the substance of it is "that no child should be taught the Catechism or "instructed in the peculiar tenets or formularies of the Church of England, if there is a positive objection made." (*See* Appendix.)

14,146. Would it go to this extent, that the court would restrain a master from teaching Scripture according to the sense of the Church of England?—I do not think the court would very readily interfere in a case of that sort, unless it were satisfied that a man was not acting *bonâ fide*.

14,147. (*Lord Taunton.*) We have been told that this conscience clause has been expressed somewhat differently by the courts, and that some inconvenience has been supposed to arise from that circumstance. Is that the case?—I think that is very probably the case. It was some time before we got to anything like a settlement of the principle of it. Some of the judges—Lord Lyndhurst in the case of the Warwick school, and Lord Justice Knight Bruce in a case which came before him after-

wards, of the Attorney-General *v.* Cullum, thought the best thing would be to leave it simply to the discretion of the master without any rule at all. That I think has been practically overruled, and now it stands upon the principle I have mentioned; though with regard to the precise working of it no doubt there has been no form settled by the authority of the court in such a way as to bind every judge in every particular case to adopt that form.

14,148. Do you think it would be desirable that some general form should be settled in some manner?—I think it might be.

14,149. (*Lord Lyttelton.*) There is no precise form imposed by Lord Cranworth's Act under which the courts act?—I do not think that Act imposes a form to be adopted in schemes. It lays down a rule by the Act of Parliament itself as to cases in which it applies.

14,150. It does not lay down the words?—Not to be incorporated in in the scheme, but I think there can be no doubt that the words of that Act would in substance furnish a rule which ought to be general. If the present forms are not quite consistent with it, it would be reasonable to make them so.

14,151. Is this what the court means, that any child belonging to some communion not that of the Church of England is not to be taught by the master, whether in reading the Bible or at any other time, in those respects in which the teaching of the Church of England differs from that of the communion to which the child belongs?—I think that would be the meaning of it, when the parent or guardian objects to such teaching. Of course the moment you get out of the direct teaching of the formularies, it is merely a question of good faith, nothing else, and the court will not readily assume that the master is not teaching in good faith without strong evidence. If a parent were to complain and say, "My child is ordered to read the Scriptures and the "master explains them," the court would not listen to that unless it were made extremely clear that the reading of the Scriptures was a mere colour for something else.

14,152. (*Mr. Acland.*) Would the court draw a distinction between a simple objection and an objection flowing from a person belonging to some other communion than that of the Church of England?—I should imagine that the court would not require any information as to the religious denomination to which a person who objected belonged.

14,153. So that a simple objection would be sufficient?—Yes.

14,154. (*Mr. Erle.*) Supposing the foundation deed contains no mention of religious instruction to be given to the scholars, what provision would be made?—Of course the first question would be whether it was a church school or not, and that may be discovered by other criteria, besides express reference to religious instruction. For example, if it has been founded to bring up children in secular and religious learning, the founder being a churchman, or it being at a time when circumstances did not point to any secondary sense of the particular words used, that would show that religion was part of the object of the school, and the presumption is that religion means religion according to the Established Church. So the schools founded by King Edward the Sixth out of the dissolved charities and so forth, almost all of them contained indications of an intended connexion with the Church of England, or with religion, which, though I believe for the most part there is no express direction as to religious instruction, yet have been held in many cases to be sufficient proof that they were to be Church of England schools.

14,155. (*Lord Lyttelton.*) Is it in consequence of that Act of Lord Cranworth that the Court of Chancery has acted in this way, or had it

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begun to do so before?—It had begun to do so very long before. I can hardly undertake to say when it first began to do so, but I think it was even as far back as Lord Eldon's time.

14,156. (*Mr. Erle.*) If the instruction is to be according to the principles of the Established Church, would it follow that all the trustees should be members of the Established Church?—I think the Ilminster school case may be considered to have settled that, if there be no intention expressed to the contrary, the trustees of a church school ought all to be members of the Church of England, even if there be some other object of the charity which would not in itself necessarily lead to that inference, provided always that it does not lead to a contrary one. That case came to the House of Lords. There was an equal division of opinion in the House of Lords, but the judgment below prevailed.

14,157. In all cases of educational endowments where there is no ground for concluding that instruction differing from that of the Established Church was intended, must all the trustees be members of the Church of England?—That perhaps would be a larger proposition than one would like to commit oneself to; because you might suppose educational endowments of a special character; for instance, for a school of chemistry, or any other branch of knowledge. If it were general education, and nothing whatever was said about religion, it is possible that it might not be held to be so. I do not feel sure that in the case of the Hadleigh Charities the Master of the Rolls did not apply to a school, where there was no special indication of an intention to connect it with the church or to teach religion, a different rule. I think where a school is founded for general education, and where there is no special indication of intention on the part of the founder as to religion, it would be unsafe to say that because the court directs religious instruction to be given in the principles of the Church of England, therefore no trustee of any other denomination should be elected.

14,158. You do not think that would follow?—Not quite of necessity, because in the Ilminster school case, the decision certainly was founded on the intention to be inferred from the instrument. In the case you have been putting, I think you do not go on the specific intention of the instrument in directing religious instruction to be given, but merely on the general view, that some religious instruction ought to be given in every school.

14,159. A scheme founded for the management of such a school as that would expressly direct that the instruction should be according to the principles of the Church of England?—I think it would be so probably, but then it would be by the authority of the court. It is not long since I had a case before me, where there was some eleemosynary charity not connected with the church, which it became desirable to apply to a more useful purpose, and the court amongst other things established a school out of it; and the court directed that religion according to the principles of the Church of England should be taught in the school; but the court did not look upon that as a case in which it ought to say, that all the trustees must necessarily be members of the Church of England.

14,160. (*Mr. Acland.*) Would the court in any case in which it supported the churchmanship of the trustees presume a man to be a member of the Church of England till the contrary was proved, or would they view favourably any stricter definition of what a churchman was?—I think it would be presumed that every man is a churchman until the contrary is shown.

14,161. (*Mr. Erle.*) As to the views which may be taken by the different branches of the court, have you within your experience known

differences between them on such subjects as requiring capitation fees from the scholars?—I should think on such subjects the views of the judges might differ very widely indeed. *Sir R. Palmer, Kt.* 6th Mar. 1866.

14,162. And at the same time?—I think so. In the first place, every particular case on such a subject as that would be judged on its own merits and its own circumstances. There is nothing like a tendency to the establishment of a general rule upon those subjects except so far as this, that if you find in an instrument anything which positively excludes it, that I think would universally be held to be binding. I do not think that the courts would feel themselves warranted in turning a free school into a school for which capitation fees were to be paid unless on the ground that they gave some instruction *ultra*, that which by the deeds of foundation ought to be gratuitously given.

14,163. But supposing the original endowments to be diminished from any exceptional circumstances, and to be found quite insufficient for the free instruction of the number of scholars contemplated by the founder, the income must be supplemented in some manner. Could not capitation fees be then charged?—I should not be prepared to say that that would be impossible, because it would really resolve itself into a case to be dealt with on the *cy pres* principle. If the school could not be carried on with the means provided by the founder, you must either abandon it entirely or find some other means. It would be the case of a charity which had failed, and which had to be administered as nearly as possible for the same or similar purposes.

14,164. A case was mentioned here the other day in which the income had become insufficient for the support of a school which should afford instruction to the prescribed number of boys. The alternative was either to reduce the free boys to half in number, and to charge large fees to the remaining half, or to make all pay more moderate and equal fees. The former plan was adopted for supplying the deficiency of income?—That was in effect cutting down the school to one-half, and then supplementing it by non-foundationers. That might have been, on the *cy pres* principle, the only practicable way of carrying on the school, but I do not think the court would have done that in a case where the means were sufficient. I must add that practically the court is able to overcome that difficulty in almost every case, because all these schools were founded as grammar schools, and the extraordinary interpretation placed by our predecessors in the law on the term "grammar "school" is a school where they teach nothing but Latin and Greek. The consequence was that if anything else besides Latin and Greek were taught, it was thought to be outside the founder's intention, and therefore not necessarily to be paid for by his funds, therefore the courts were able for such supplementary instruction to charge a capitation fee.

14,165. The case to which I refer was not similar to that. The prescribed instruction was sufficiently extensive, and I think was not varied. Supposing it to have been necessary to raise from 100 pupils 500*l.*, that instead of charging each of the 100 5*l.*, 50 were received without any charge, and 50 were received on payment of 10*l.* each. Might either resource have been used?—I should have thought, it sounder in principle, if it was a case in which they were teaching additional branches of knowledge not comprehended in the foundation, to put a capitation fee on all the boys. It seems to me that must be explained in the way I ventured to explain it, that it was thought to be a school which could not work upon its own resources, and which must be administered on the *cy pres* principle.

14,166. (*Mr. Acland.*) Would the court be disposed to apply that

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principle if there was an income of about 200*l.* a-year, which might really be quite insufficient for the maintenance of a master who was a superior man, and yet it might be held if a man could be got for that money, that it would be better to do so?—I can only say that the court has continually done it. I myself have always understood the principle to be as I have mentioned. If additional instruction was given in French or in mathematics, or in anything else which was thought not to be within the scheme of a grammar school, and proceeding therefore on the foundation that the strict right of the boys was only to the Latin and Greek, if more was taught it was considered a ground on which they might be called upon to make some payment.

14,167. If one may ask the question, not so much on the actual law of the case as upon general expediency, are you of opinion that the present arrangement is a satisfactory one, or that it would be desirable to set the court free?—I should look with some degree of jealousy on the idea that a school, amply sufficient to give gratuitous instruction, which was the object of the founder, should have a power to charge capitation fees whenever the trustees thought fit to do it. I think it ought to depend upon necessity.

14,168. Supposing it should appear that the population had greatly increased around the foundation, and that a far greater amount of good could be done by calling upon the parents to bear their share in the expenses of education, and that the education would then become both more efficient and more extensively beneficial?—Of course if that was established it would seem to be a very strong ground for acting in that direction; but then that probably must involve some debateable points, and perhaps experience may not be found in all parts of the country to bear in the same way upon it.

14,169. I am speaking of a particular case in which these circumstances would arise, and the object of my question is to ascertain whether there is in the court at present ample power to deal with such a case, or whether it might be desirable for this Commission to recommend some legislation with a view to getting a more elastic mode of administration?—I should certainly say there is not ample power in the court to act upon that principle. The court cannot turn a gratuitous education into an education for which payment is to be made upon any general view of greater expediency.

14,170. Do you think it important that the court should be put as guardian of the public interest in that matter, or do you think it might be equally desirable or more desirable to vest that discretion in a public body more or less responsible to Parliament?—I have a very high opinion of the way in which the Charity Commissioners have discharged their functions; and certainly I am disposed to think that more good would be done by vesting powers of that description in such a body, than by making it necessary always to come to the court.

14,171. (*Lord Taunton.*) These are generally questions rather of policy and common sense than of law?—Certainly.

14,172. (*Lord Lyttelton.*) We have been told here that the *cy pres* principle is practically very arbitrary and indefinite. Is that your opinion?—Very. I have no doubt of it at all. But then you must, of course, attend to some distinctions which that admits of. In the broadest sense nothing can be more indefinite. It would be *cy pres*, if a fund was left for the redemption of slaves in Barbary to apply it to the redemption of slaves or to general education in another place. But then there is, so to say, a subordinate field for the operation of the *cy pres* principle, when the charity is capable of being applied to the purposes for which it was intended, and cannot be alienated from those

purposes ; yet some of the machinery might be impracticable, then the court deals very freely with that, and it acts upon what is substantially the same principle, only confined to the general purposes of that particular charity. Nothing could be better as an illustration than the case Mr. Erle put. It is clear that the court on the *cy pres* principle could not have taken those school funds and applied them to the redemption of persons from slavery ; but, nevertheless, being unable to keep up the school at the numbers intended, it cut it down to one half and let in others by payment.

14,173. Have you ever known a case where a charity has so entirely failed, that the court has been at liberty to apply the funds without restriction, as it seemed most expedient for the benefit of the neighbourhood where the endowment existed ?—I do not recollect at this moment any case of that kind, but practically I believe it has been done to a great extent. There are a great number of eleemosynary charities which the court has laid hold of and applied to schools, which seems to me to be very much the same thing.

14,174. (*Mr. Erle.*) Were not those charities for the general benefit of the poor, not directed to be applied in any specific manner ?—I am not quite sure about that ; I cannot help thinking that there are cases of charities that have been directed to be applied specifically in the way of doles and things of that sort, when they have increased to a considerable sum the surplus of that has been made available for education.

14,175. On the ground that they have become excessive ?—That may be the ground ; but it is quite clear that you might distribute anything in doles.

14,176. (*Mr. Acland.*) Or on the ground of considerable abuse in administration ?—Most people think all doles are objectionable on that ground, though perhaps that is rather going a long way. It would be more true to say that they do not do considerable good and might do harm.

14,177. Would not the court be unwilling to interfere unless it could be shown that there was some inconvenience or abuse ?—Yes, I think so. I think it would only interfere where it had a case presenting exceptional circumstances.

14,178. (*Lord Taunton.*) Do you think it would be desirable as a matter of public policy that more extensive powers should be given, either to the courts of equity or some other body, to deal with these cases than they now feel warranted in exercising ?—I confess I should not be inclined to give to a court of justice powers to be exercised arbitrarily. I think it much better that they should go to an administrative board, which studies the subject thoroughly from an administrative point of view.

14,179. (*Mr. Erle.*) I think the admission of boarders to endowed schools has been the subject of great difference of opinion ?—Yes, it has been the subject of a very remarkable difference of opinion.

14,180. Is that at all settled now ?—By no means. It seems to me to be a case in which the prepossessions of the particular judge are the only rule by which some of the decisions are to be accounted for.

14,181. (*Mr. Acland.*) Do you not think that is a question of great importance, bearing in mind those cases, that although day schools may be practicable where there is a considerable population, it is almost impossible to have a good school in a village or small town if that school is presumed to give a liberal education and is confined to the population of the place ?—Yes ; there is no doubt a good deal to be said on both sides of the subject. Any one who looks to the benefit of the school

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in a large way must, I think, be of opinion that it is a good thing to have boarders; but, on the other hand, there can be no doubt that in many schools, exactly in the proportion in which they are generally useful to the public and flourishing, the effect of introducing that class may be to make them less useful to the local people for whom the school was primarily intended. That was formerly the case at Rugby. I was two years at Rugby when I was quite a young boy, before I went to Winchester. It was a school in which the residents had a right to free education. I suppose there were in the school 10 or 12 boys who were the children of inhabitants of Rugby. They were looked upon by too many of the boarders as the off-scouring of the earth. I do not think, as far as I know, that they were subjected to any cruelties or bullying more than any other boys, perhaps not so much; but they were looked upon, generally speaking, as an inferior class. I dare say that was not equally so afterwards, when, on account of the great reputation of Rugby, many gentlemen and other people of good condition in society went to live there for the sake of the education of their children. I believe a great many people do that at Harrow. I do not know that the class of day boys is in contempt there, but perhaps it may be only redeemed from contempt by a factitious class of inhabitants coming to the place on purpose to have the benefit of the foundation. Well then there was Tiverton, that was a school which flourished exceedingly under the system of boarders. The local people got very jealous and complained that their boys were very much thrust to the wall, and at last they came to the Court of Chancery and got Sir Lancelot Shadwell to abolish the boarders entirely, which he thought himself warranted in doing. I believe the school has a good deal declined since, but then I dare say some of the local people might tell you that their boys get more benefit from it than they did before.

14,182. Taking the case of Tiverton, the master being left with only 400*l.* a year as a maximum income, and being charged with the responsibility of teaching classics to all comers, is not that in fact an arrangement which frequently discourages the attraction of high pupils to the place?—Beyond all doubt.

14,183. There is also this peculiarity in that case, that the master and the usher for whom the founder built houses, apparently intended for boarding-houses, are the only persons precluded from taking boarders, whereas another master, being no member of the foundation, is permitted to have a boarding-house of 50 scholars, from which he derives a very considerable income. Does not that result, apart from legal questions, show that the restriction has been very inexpedient?—I should think so. It looks a little as if the court had been afraid of itself, of the consequences of its own proceedings.

14,184. Is there any power in the Court of Chancery to remedy that state of things, or must we look to legislation to secure the double advantage on the one hand of a liberal education in a classical school, and on the other hand a reasonable consideration for the claims of the inhabitants who do not desire to go to the university?—I do not think there is the least difficulty on the part of the Court of Chancery. If I had been the judge instead of Sir Lancelot Shadwell, I should probably have taken an exactly opposite course, and have dismissed the information with costs. I never thought there was any sufficient ground shown for what was done in that case.

14,185. Supposing arrangements of that kind to have been made by a court within this century, is it possible now, without legislation, to get rid of those inconveniences?—I think it is difficult in that particular case. I do not say it would be impossible even there. It might be

difficult, no doubt, in that particular case, it having been the subject of adjudication; but on the other hand there was no principle really laid down in that case which has ever been thought in any way to fetter the court in other cases.

14,186. (*Lord Taunton.*) I think you said that you thought, if larger discretionary powers in dealing with cases of charity connected with education were placed somewhere, they would be better placed in a board than in the courts of equity?—Yes.

14,187. Are you able to state how you would wish such a board to be constituted. Would the Charity Commissioners be such a board as you would think competent to deal with such subjects?—I am strongly disposed to think so for two reasons. First, because I do not think that a multiplication of boards is desirable, and secondly, the Charity Commissioners, from their general experience of charities, must have got a system which in its main features would be applicable to these as well as to other charities; and as far as I can judge they must also have acquired great experience of this particular class of charities.

14,188. Would you allow them to deal with all cases connected with endowments that did not involve any questions of property?—You mean adverse claim to property?

14,189. Yes; cases that were not contentious, and in which no question of property was involved?—Yes, I would. Of course it would be necessary to consider how far their decisions should be made final in any case and under any safeguards subject to appeal. There might be important questions of principle involved, which, unless you set deeds and wills aside altogether, ought in some instances to be made the subject of appeal.

14,190. Do you think it will be possible for all practical purposes to separate questions affecting property from questions of a different description?—I think it would be very easy indeed.

14,191. Would you at all alter the mode of practice in the Charity Commission for this purpose? For instance, would you throw it open to the public, and allow counsel to be heard, and are there any other alterations which you would suggest?—I should certainly not allow that.

14,192. (*Lord Lyttelton.*) In all cases where there is nothing contentious, would you allow the Charity Commissioners to dispose of them as they do now, subject to certain provisions as to appeal?—I think so.

14,193. (*Lord Taunton.*) Do you think it would be necessary to increase the number of Commissioners, or do you think as at present constituted they could deal with the business that would come before them?—I am not able to answer that.

14,194. I believe the efficiency of the working of the Charity Commission very much depends upon the fitness and competency of their inspectors?—Yes.

14,195. Do you think it would be desirable, especially if the functions of the Charity Commissioners were rendered still more important than they now are, that they should have the appointment of these inspectors, for whom they are directly responsible, rather than to leave that appointment in the hands of the general Government?—I am not sufficiently acquainted with the working of the system to say.

14,196. (*Mr. Acland.*) Is it not probable that if their powers in reference to education were extended, it would be very desirable that some other than a political appointment should take place for their subordinate officers having that particular duty to discharge?—I quite think that it is not desirable that it should be a political appointment; on the other hand, I feel rather impressed on the first consideration of

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the matter with the danger of giving too much patronage to an administrative board.

14,197. On the whole, you think the direct responsibility of a minister is safer and more effectual than any check which could be imposed on the exercise of patronage by a board?—It seems to me that perhaps the best system might be found in a middle course; that the board might nominate a certain number of persons to the minister, and he might select out of that number. Then you would have a check upon anything like too much consideration for patronage on the part of the board, not that I am willing to impute that to them, but one knows that there may always be a risk of that sort when a very important and large patronage is created.

14,198. Might it not be better that they should suggest a name to the minister rather than be placed in the position of nominating two or three persons for a minister to select from, the appointment being ultimately made on the responsibility of the minister, but subsequent to a recommendation from the Commission?—If there is only one name recommended it is very much like nomination, because to refuse him is a very invidious thing unless there is an assignable cause.

14,199. (*Lord Lyttelton.*) Do you mean that in every case, and without restraint on the parties, you would allow an appeal from the Charity Commissioners?—By no means. At present an appeal is allowed from the Charity Commissioners in cases where the value is to a certain amount without the consent of the Attorney-General, and in other cases with his consent. It seems to me that that principle should be adhered to, and that, subject to fixing what should be the appealable value without consent, there should be no appeal except under the authority of the Attorney-General.

14,200. Do you mean that in questions relating to more than a certain value his consent should not be required?—That is the present rule, and I am not prepared to say that it should not continue to be so; but still it might require regulation. It is difficult to deal with that subject without having before you the details of the system to which the power of appeal is to be applied. It occurs to me that if such an important decision were arrived at by the Charity Commissioners as that of which we were speaking with reference to boarders at Tiverton, which might utterly revolutionize the school, it would be a strong thing to say that there should be no power of appeal from it.

14,201. Will you state about what value you would fix?—The value is very low at present. I should be inclined to think it too low.

14,202. Do you think the Attorney-General might have the power of controlling the appeal in every case?—I think he might. It would add to his responsibilities, but practically we do not find that there are many appeals.

14,203. (*Mr. Erle.*) Could he practically exercise that power?—He has very seldom occasion to exercise it.

14,204. Considering that no private persons can now initiate litigious proceedings relating to charities without the authority of the Charity Commissioners, would it not be consistent with the same principle that there should be no volunteers permitted to appeal without some control?—I think so.

14,205. You think that the Attorney-General should control in all cases?—Yes; I think that would probably be best.

14,206. As to the application of charities designed for particular purposes, as, for instance, for the distribution of doles, do you think that the Court of Chancery has or has not jurisdiction to take them for educational purposes, or *vice versâ*?—I think it has no jurisdiction

entirely to alienate them if the foundation be clear and the object practicable; though of course if it finds a great increase of property it does so practically, and perhaps may be justified in doing so.

14,207. Justified by special circumstances?—Yes.

14,208. But there would be no jurisdiction to take the funds of a clothing charity for instance, which might be effectually employed according to the intention of the founder and convert them to other purposes?—I do not think there would.

14,209. Of course then there would be no jurisdiction to take an educational fund and reduce it to a dole fund?—Certainly not.

14,210. If it is practically found that charities applied to their prescribed purposes are really useless, but could be made very beneficial in a different form to the same recipients, you would think it desirable that there should be some jurisdiction to make that beneficial change?—Yes.

14,211. What jurisdiction do you think could be made available?—I think that of the Charity Commissioners, subject to the question whether that should or should not be done in the way that inclosures and some other things are done, by schemes to be afterwards ratified by the Legislature.

14,212. Do you think that in every case it should be necessary to apply to Parliament?—I do not mean in every single case, but it occurred to me that you would have *omnibus* bills as we have for similar purposes every session, in which you would include every scheme which the Charity Commissioners might have passed for that purpose. It might be a question whether in some cases of an extremely small amount you would not give them an absolute power.

14,213. Do you think a change might be made under any ordinary jurisdiction without the special authority of Parliament, as with the consent of the locality, or under any other similar conditions; for instance, in the case of an endowment of which the founder has died half a century before, do you think that the inhabitants of the locality intended to be benefited might effectually authorize the transfer of the funds to other purposes?—I think such a power would be very useful. There is no such power now. You would have to define the way in which the inhabitants would have to be organised to give such consent.

14,214. Do you think that the creation of new charities should be subjected to any regulation?—I think it would be an extremely good thing to do so. It is not very easy to define the limits within which you would allow them to be created.

14,215. Might new testamentary endowments be made to require the approval of some authority?—Yes. I should be very much inclined to favour that view; that the Charity Commissioners for example, should have authority to accept or reject it, just as if anything was given to the university, and then rejected, of course it would produce an intestacy, and it would go either to the next of kin or the residuary legatees. I do not think it would be expedient to give any power to accept the bequest and alienate it immediately from the purposes for which it was given.

14,216. (*Lord Lyttelton.*) Would you go so far as this, as has been suggested on high authority, that after a certain rather considerable number of years, there should be a power given by the Legislature to disregard altogether the express intention of the founder on the score of expediency?—I think it would be better done in the way I mentioned, by schemes requiring a legislative recognition.

14,217. With the intention that such schemes might be founded on

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any ground of policy that might seem desirable in the circumstances of the present day?—Yes, I think so, certainly.

14,218. (*Mr. Acland.*) Would it be desirable to obtain by legislation a wider definition of a grammar school, or would it be better to trust to the courts to gradually enlarge the definition?—The courts cannot enlarge the definition. Nothing is better established. Therefore if you mean to alter it, you must do it by legislation.

14,219. I understood you to say that the definition was not in your opinion a satisfactory one, inasmuch as it confined the duty of the grammar school master to teaching Greek and Latin only?—I have always thought it unsatisfactory in the last degree.

14,220. Would it be desirable for legislation to alter that?—I think so, decidedly.

14,221. Does not a clause in Sir Eardley Wilmot's Act impede any more liberal definition of a grammar school, and would it not be desirable to recommend the repeal of that Act or a part of it?—I understand the third clause of that Act merely to prevent the previous clauses from having an operation which would have enabled the courts to do that which they could not have done without it. I do not understand that clause as being anything more than a clause which limits the operation of that particular statute. It does not limit any power which the court would have had independently of the statute.

14,222. We have been told that practically that clause does very much to impede the court liberally construing any matter bearing on making it the duty of grammar schools to teach other subjects besides Greek and Latin?—If that be so it can only be that it, so to say, holds the court to that which really was its duty independently of it, because there can be no doubt it lays down no new principle. It merely recognizes this, that the teaching of Latin and Greek was in the view of the law the main object of such schools, and that it would be contrary to the duty of the court to look upon them otherwise than as the principal object of the foundation.

14,223. Supposing the matter were now *res integra*, and it were open to say what a grammar school ought to be in the direction of liberal education, would you be inclined to give us your opinion upon that?—My opinion is that it should be absolutely at large; that it should be a school for giving such instruction and education as was most for the advantage of the class of children to be educated in it, without the slightest limitation whatever as to the character of that instruction.

14,224. And we can only arrive at that result by legislation?—Certainly.

14,225. (*Mr. Erle.*) As to the tenure of the office of a schoolmaster, great inconvenience is said to arise from their being irremovable. Do you consider that that law should be remedied?—I should be very sorry to make the office of a schoolmaster simply precarious, so as to enable him to be dismissed at will by anybody, whether governors or trustees, with or without cause, because I think that would necessarily stand in the way of obtaining a good class of schoolmasters.

14,226. Supposing a schoolmaster of the highest personal respectability, and fully instructed himself, to be an entirely unsuccessful master, and the school wholly to fail under his guidance?—You must either convict him of not doing his duty or pension him off.

14,227. (*Dean of Chichester.*) Take the instance of a man who has the school buildings, a school intended for the middle classes. He drives the scholars away by those means of which mention has been made before to-day, by treating them as charity boys and knocking them about, and he turns it into a first-class classical school, could not he be removed?—It

seems to me, as you describe it, that he could; but then that is because he has simply not done his duty.

14,228. (*Mr. Erle.*) I would put the case of a man of learning doing his duty, and fully instructed in point of learning and of unimpeachable moral character, but who is found to be destitute of the faculty of communicating knowledge to others, who has no habits of management, and who has not the peculiar qualifications required in a master, do you think he should hold the school to the end of his life?—I own, in the choice of evils, I think it better not to turn him out, because you cannot have one rule for one school and another rule for another school, and men of the highest qualifications would never accept a school when they might be turned out under every gust of prejudice or passion by the governor or the trustees.

14,229. Do you think that the trustees might not have a power over him which they should exercise under some superior control?—That is very difficult. It would involve very expensive and disagreeable contests.

14,230. I meant to suggest their being controlled by any administrative board, whether the Charity Commissioners or any other body. Do you think that that would be unjust?—A man's character and livelihood depend upon that proceeding. I think it ought to be strictly a judicial proceeding.

14,231. (*Mr. Acland.*) On the other hand, the interests of all the scholars depend upon it?—That is so. You must, of course, look to the working of the one system or the other on the whole. I think there can be no doubt if you can pension him off that it would be a very proper thing to give a power to do that and to enforce retirement upon reasonable terms. Supposing you cannot do that, no man can tell for certain that he will succeed. Without mentioning names, one can call to mind instances in which some of our principal public schools have for a time declined very much under men of the highest ability and character, and in some instances the same men have afterwards brought those schools even to a greater extent of popularity and efficiency than before.

14,232. (*Lord Taunton.*) Do you think the difficulties you have mentioned render it more important that the income of masters should depend in a great measure on the amount of their pupils by the payment of their fees?—Yes; that is a very good thing as far as it may be.

14,233. (*Mr. Acland.*) I think you suggested just now that a grammar school education should be understood with great freedom. Would you be disposed to say that a competent body of trustees, assuming that we have some arrangement for such a body, might be trusted to decide absolutely the nature of the education which they would give, and also the terms which they would charge for it?—I should not be altogether unwilling to see that done. Whether that should be done without the consent of the superintending board, when it involves a change in the character of the school, might, I think, be a question; but subject to that control, in cases where there is a change from one system to another, I think a large power might well be given to the trustees.

14,234. Looking on the whole at the conflicting claims of masters and the interests of scholars, would you favourably view considerable local discretion in bodies of trustees, assuming that we have trustees well constituted with a general control, an administrative body?—Yes, I do not think that that should be exercised except upon the first entrance of a master into a school. I think it is a principle of great importance to respect the independence and position of the master and

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not to break faith with him, and therefore changes of that kind should be made upon a vacancy.

14,235. (*Mr. Erle.*) All the masters of endowed schools, not being grammar schools, appointed since 1860, are now removable at the discretion of the trustees?—I believe that is so. I have no hesitation in saying that it must, in my opinion, cause that particular class of masters to be of a very much lower grade than otherwise might be the case.

14,236. Do you think that has been the experience?—I should be rather inclined to think so.

14,237. (*Mr. Acland.*) Is it not the fact that very commonly now a very humble income is accepted by gentlemem from the university, of the very highest talents perhaps, for the dignity which attaches to a grammar school foundation?—I think partly that, and partly because most of them have a fair chance of improving their income, if they can attract pupils to the school.

14,238. Is it not also the case that a great many of them are compelled to remain on very inadequate incomes, because they are so shackled, partly by deeds, and partly by the existing practice of the Court of Chancery and of the law generally, from enlarging them?—I dare say it may be so to a considerable extent in many schools.

14,239. (*Mr. Erle.*) Have you considered the expedieney of any measures for constituting improved boards of trustees, many charities now depending for their beneficial operation on the personal qualities of the trustees; do you think that any measure could be devised which would secure to them better administrators?—I do not really see my way to making any general definite suggestion about that. The inclination of my mind would be, that they ought in all cases to be taken from the educated and not the uneducated classes, and that you should not have too numerous bodies.

14,240. Considering that the trustees are selected very generally from particular localities only, which may not afford men accustomed to educational management, do you think that any sort of official trustee could be associated with them?—I should think it not a bad thing, if you could find a person who would make a good *ex-officio* trustee from his position, to take him, but I should doubt whether any central official trustee would be of much use all over the country.

14,241. I mean for a district?—Such as the dean of a cathedral for instance.

14,242. (*Mr. Acland.*) No, such as an Assistant Poor Law Commissioner?—I have not considered that, and I have not formed any opinion upon that point.

Adjourned.]

By way of supplement to my evidence I wish to state that, having referred to various schemes of recent date settled by the Court of Chancery, I find that the forms of the conscience clauses as to religious teaching adopted in them vary considerably, even when the proceedings have been before the same judge. I subjoin examples, the first of which may, I think, be taken as the form most generally in use.

No. 1.—(*Huntingdon School Scheme,* 1863.)

Religious instruction shall be given by the head master, at such times as he shall think best, by reading and explaining the Holy Scriptures to all the boys, and by teaching and explaining the Liturgy and Catechism of the Church of England to such of the boys whose parents are in communion with that church,

and to such other boys whose parents, or persons standing to them *in loco parentis*, shall not object in writing to their receiving such instruction. *Sir R. Palmer, Kt.*

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No. 2.—(*Hemsworth School Scheme*, 1861.)

Religious instruction shall be given in each school by the head or second master, at such times as the head master shall think best, by reading and explaining the Holy Scriptures to all the boys, and also in the Liturgy, Catechism, and Articles of the Church of England to such of the boys whose parents, or persons standing to them *in loco parentis*, are in communion with that church, and to such other boys whose parents, or persons standing to them *in loco parentis*, shall not object in writing to their receiving such instruction.

No. 3.—(*Coppin's School Scheme*, 1863.)

Religious instruction shall be given by the master, by reading and explaining the Holy Scriptures to all the children, and by teaching and explaining the Catechism of the Church of England to the boys whose parents are in communion with that church, and to others whose parents or guardians shall not object in writing to their receiving such instruction.

No. 4.—(*Howell's School Scheme*, 1865.)

Suitable prayers taken from the Liturgy of the Church of England shall be read by the head mistress, or by the examiner, when he shall be present, accompanied by the reading of a suitable portion of the Holy Scriptures, every morning and evening in the said schools, and the head mistress and examiner shall take care that each child (except as herein-after provided for) be well versed in the Church Catechism. But the said schools and establishments shall be open to female children of parents of all religious tenets, and no child shall be required to learn the Catechism of the Church of England in case her parents or next friends shall express in writing to the Governors their objections, on conscientious grounds, to her doing so, and in all other respects the religious scruples of the parents and guardians shall be respected.

No. 5.—(*Market Bosworth School Scheme*, 1866.)

Religious instruction shall be given at such times as the head master shall appoint, by reading and explaining the Holy Scriptures to all the boys, and by instructing in the Catechism and Doctrines of the Church of England such of the boys whose parents, or persons standing to them *in loco parentis*, shall not object in writing to their receiving such instruction.

I may add that I believe the following is the form generally adopted by the Charity Commissioners in the schemes settled by them.

"The religious instruction shall comprise the Bible and Bible History, and (subject to the provisions herein-after contained) the Church Catechism, and shall be consonant with the principles and doctrines of the Church of England."

"No child shall be compelled to receive instruction in the Church Catechism, or in any peculiar doctrines or principles of the Church of England, or to attend the schools or the parish church on Sundays, whose parents or next friends shall declare, in writing, that they entertain conscientious objections to such instruction or attendance, and shall undertake that the child shall be provided with other religious instruction, and shall attend some other place of worship at least once on each Sunday."

R. PALMER.

Wednesday, 7th March 1866.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
THE DEAN OF CHICHESTER.
THOMAS DYKE ACLAND, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Rev. J. Simpson.
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The Rev. JAMES SIMPSON, called in and examined.

14,243. (*Lord Taunton.*) I believe you are the incumbent of the vicarage of Kirkby Stephen, in the county of Westmoreland?—I am.

14,244. Has your attention been much directed to the condition of the grammar and other endowed schools in your neighbourhood?—Yes; I have thought a good deal about them, and of the necessity of improving them.

14,245. I believe they are very numerous in the county of Westmoreland?—Endowed schools are very numerous, but there ought to be a distinction between what we call grammar schools and endowed schools.

14,246. In what way would you draw that distinction?—There are many schools which have very small endowments that are nothing more than village schools, but there are several schools the endowment of which is tolerably good, and with proper management I think efficient teachers might be secured for them.

14,247. What in your opinion is the general character of those schools?—With some exceptions I should consider that they are not doing the work they were intended to do.

14,248. What in your opinion are the causes which have tended to produce this state of things?—In my own county there are several causes that have combined to produce it, but I think you may account for the change which has taken place within the last 30 or 40 years, first of all by taking into consideration that there has been a great change in the condition of the people themselves, labour has become much more valuable, and the cost of living greater. There has also been a considerable change in the position of the clergy. It seems to me that these three causes with others that might be mentioned, have contributed in a great measure to change the character of our schools in Westmoreland from being remarkably good and doing very good work indeed, as they did 30 or 40 years ago, to what many of them have been recently and are now.

14,249. Should you say that they do not afford the same means of giving sound education to the sons of small tradesmen and small farmers which the same classes possessed 40 years ago?—No, they do not, and the reason is that the masters themselves are not so efficient as they were at the time to which I have alluded. That may be accounted for from the fact that many of the yeomen who were in the habit of sending their sons to school till they were 17 or 18, have now ceased to exist. The land has got into fewer hands, and is let to farm, and young men at 17 or 18 are very valuable on account of their work; and the cost of

living being higher, the farmers cannot afford to keep them unemployed and send them to school, as the yeomen of old times did for several years, without earning their own livelihood.

14,250. So far as that cause operates, it would be less the fault of the management of these endowed schools than it would be the result of a change in circumstances over which they could have no control ?—Yes ; but that change has caused another very great change, and that is in the character of the masters themselves ; because, as you probably are aware, those yeomen were in the habit of allowing their sons to go to school, (especially the younger sons who were not to inherit the property,) and some of those young men learned Latin and Greek and got a very good education. Many of them were intended to go into the church and other professions, and they did so, but at the same time they were for three or four years of their life in the habit of teaching in those endowed schools, and meanwhile improving themselves. Some of them did not succeed in getting into the church or any other of the professions and continued to be masters. The consequence was a kind of master at that time which I myself can partly remember, well instructed himself, and able to give a tolerably sound education. At the same time I may state that many of those schools were taught by clergymen themselves, but that is not the case now. I do not know at this present moment of a single instance where the parish clergyman teaches the parish school. There may be one, perhaps, but I do not remember a single instance in the county of Westmoreland where a parochial school is taught by a beneficed clergyman ; whereas 30 or 40 years ago a great many of them were taught by clergymen.

14,251. Are the children of labourers allowed to attend these endowed schools ?—Yes ; they have always been allowed to attend them just in the same way as the children of farmers and yeomen.

14,252. And they receive the same education ?—They receive the same education.

14,253. What is the general nature of that education ?—It is very little better now, and in fact not nearly so good in many cases as that given at a good national school ; that is, a good school under a trained master that receives Government grants.

14,254. Do they aim at a higher or wider circle of instruction than is given in the national schools ?—Generally they do not. Some of them profess to teach Latin and Greek, but they do not succeed in doing so with anything like beneficial effect. Of course there are two or three exceptions. I do know one or two endowed schools in Westmoreland where the classics are taught remarkably well, and where pupils have done remarkably well both at the University and also at the middle class examinations ; but those are exceptions.

14,255. Endowed grammar schools are very numerous in Westmoreland, are they not ?—Yes ; at all events endowed schools are.

14,256. Can you state the number ?—I think about 158 in the diocese of Carlisle, but I cannot quite tell the number in Westmoreland. There are about 58 or 60 in Westmoreland.

14,257. I think from what you have said your opinion is, that in reality they do not serve any useful purpose, generally speaking, in the way of giving a better education than is given in the national schools to pupils ; and those parents who can afford to keep them rather longer than the pupils of a national school generally remain at school are of a somewhat higher class in life ?—Speaking generally, I should say they do not ; but there are, as I said before, three or four exceptions in the county where they are giving a fair education.

14,258. Do you think it would be useful to make any change in this

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system? Do you think it would be right and useful to abolish a good many of these schools, and to endeavour to constitute fewer, but better ones, which might serve the purposes of the locality?—I certainly think it is most desirable that something should be done with them to improve them, and there are more plans than one which naturally suggest themselves to one's consideration. There would be many that you could not very well deal with, because you must provide for the education of the poor children in the several townships and parishes in which they are, but I have no doubt that if you could establish good central schools with a sufficient endowment to command the services of a good master, the children of the more respectable farmers and tradesmen would frequent them, and very gladly frequent them.

14,259. Are you of opinion that the education of the poorest class might properly be left to the national schools?—I am afraid that it would not do to take away the endowments altogether, because we have no means of supplementing by sufficient subscriptions the children's pence or any grant that might be got from Government, so as to support a school without the endowment.

14,260. Do you imagine that there would be a strong local feeling excited in opposition to any plans that would altogether take away these endowments from the localities which now enjoy them for the purpose of improving the education of the district by applying them to augment the revenues, and so increase the means of giving a good education to certain central schools?—There probably would be some opposition until the people were thoroughly convinced that it was for the benefit of the district; but I apprehend that many of the larger farmers and some of the trustees, who are landowners as well as residents, and interested in the schools, would feel it to be a very great benefit to the district as well as to their own property if they could have good schools established.

14,261. Will you have the kindness to state to us anything that occurs to you with regard to the need of more efficient management and supervision of these schools in regard both to trustees and to teachers?—There is not the slightest doubt that, supposing you leave endowed schools exactly as they are now, there is one thing you ought to insist upon, and that is inspection. These schools certainly ought to be inspected, and the pupils in attendance examined at least once a year. And I think that the trustees should also be required then to produce their accounts, and have them examined by the inspector, and he should report upon the condition and efficiency of the school. Of course it is a very nice question as to what extent you should publish the inspector's reports. I am inclined to think that great harm might arise if in all cases an inspector's report was published, because if you destroy the confidence of parents and children in the goodness of a school, you are doing so much harm that you can hardly calculate the effect upon the future usefulness of the school. The moment the children begin to distrust the goodness or fitness of their master, they are not only not learning what they might do from his instruction, but they are learning, day by day and hour by hour, very much that they ought not. There is nothing more fatal to the influence and usefulness of a teacher than the want of trust and confidence on the part of those he has to teach.

14,262. On the other hand, if a master is really incompetent, do you not think it desirable that the public should be aware of that, and that some means should be taken to get a better man?—I think the difficulty might be met in this way,—that if you had an inspection, the report should be made to some central authority, and communicated to the

trustees of the school, and if two bad reports were made of the school in two consecutive years, *ipso facto* the school should become vacant; but I would not by that regulation take away all power from the trustees of themselves judging of a master's fitness. I would allow them to re-appoint, if they thought proper, the same master, but they should be compelled to advertise and to receive testimonials, and then should be left to exercise their own discretion as to whether or not they would re-appoint the same master, because I am quite sure that many of our schoolmasters now are allowed to keep their present position simply from the unwillingness of any one individual trustee, or the trustees as a body, to move in the matter, whereas if the school was declared vacant by something that took place independently of them, I think then, that public opinion would have some effect upon them, and unless there were some special reasons to account for the condition of the school, and of which the inspector would not or could not take note, they themselves would be only too anxious to improve the school by a fresh appointment.

14,263. You spoke of inspection. From what quarter do you think any system of inspection would be best derived?—From a per-centage upon the income of the school.

14,264. I mean, who would provide the inspectors, who should appoint them?—I have not thought of that. I have assumed that the appointments would be left with the Committee of Council, as the inspectors are at present; but perhaps when one comes to consider the matter, that would not be desirable.

14,265. You think there should be some inspection from without?—Most decidedly.

14,266. Periodically, and with considerable executive power in directing the course of the school?—I should not advocate that they should have a considerable power in directing the course of the school. I should allow them to judge of the results of any system of education that might be pursued in the school, and, as I said before, I should make the vacancy of a school to depend on two reports of the inspectors in a certain degree unfavourable.

14,267. I think you said that there is a great want of schools in your district for the education of what may be called the lower division of the middle-class boys?—Yes; a very great want indeed.

14,268. Can you suggest any plan by which those funds, which I suppose, though small in amount individually, yet taken together are considerable, would be best employed in the way of promoting some such education?—I think that you might very properly take more than one endowment, probably three or four, and put them together, thereby making a respectable endowment for some central school, to which such children as you have mentioned might be sent. Of course, any difficulty that might arise from the opposition of trustees in any particular township or parish might be to some extent obviated in this way, by allowing any township or parish that contributed a certain amount of endowment to send the children to that school, if not entirely free at all events at a less charge than the rest of the boys who were taught there. I think also it would be most desirable if in establishing one of those central schools you could attach to it some mode of keeping the children, if not for the half year, at all events for the week, or even for the day; and if that could be done separate and independent of the master by means of some matron or housekeeper, that is, without giving the master any pecuniary interest in the matter, I am quite sure that very good schools would be the result, and I think you would get a very excellent education for the class of children that particularly want it.

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14,269. Do you believe that the system of day scholars, or the system of boarders would be the best for the class to which you have referred?—I should allow each school to have both. I would have them take boarders, and keep them; but I would make the cost of that keep entirely independent of the cost of teaching. I know an instance in which boys are kept in that particular way, and the charge is about 20*l.* a year. Of course that would depend very much upon circumstances. If you allowed a county board, or some body of trustees appointed as the guardians are now by the townships which had contributed to the endowment fund, to manage the school, they would no doubt manage that department exceedingly well.

14,270. Do you think it would be desirable that there should be some local central authority which should generally superintend schools of this description?—The first thing to do would be to get the schools, such schools as we want, and in order to do that, it seems to me that it would be necessary to pass some measure establishing a principle, for example, something of the character of the General Commons Inclosure Act, and then to have an inquiry made upon the spot, very carefully, and to hear witnesses on either side, allowing those who have got anything to object to come and state their objections; and then a report should be made, and if after due inquiry and consideration it was thought desirable that such and such things should be done, the proposed scheme should be made law, and they should be done. The next question would be the appointment of managers, and no doubt that is a difficult and delicate question, because if you left these managers to be appointed entirely by the votes of the inhabitants of the parishes interested, you might possibly get men who would not be the best men to have the entire management of a school; but that again might be obviated by making it a condition that so many of the managers should be men holding a certain rank or position in the district, on the same principle, for example, as in the assessment committees, and other committees where it is incumbent that they shall appoint a certain number of magistrates; so if each parish interested elected two managers, it might be made incumbent that one should be a magistrate or beneficed clergyman.

14,271. Supposing your county of Westmoreland were made a district with some central authority superintending it for educational matters, or suppose the diocese of Carlisle were taken, do you think it would be possible to form a central body which would have public confidence, and which might exercise the duties of inspection and control over trustees and schools, and be useful in keeping up a proper tone in these matters, and preventing abuse?—I think it would probably be found desirable to appoint two in Westmoreland, because in all these matters you have two things to consider. If it be very desirable to include a large area under one committee, in order to secure perfect impartiality, you must at the same time bear in mind the fact that if you do include a large area, you sometimes destroy that local and personal interest which is so very desirable in school matters.

14,272. (*Lord Stanley.*) I understood you to say that there was a decrease in the class of small independent proprietors in the part of the country with which you are acquainted?—Yes.

14,273. Have they, for the most part, been turned into farmers?—The land of course is now let to farmers, and sometimes let in larger quantities than they (the former proprietors) were in the habit of occupying and managing themselves.

14,274. Do I understand you that the falling off in the attendance in these schools is due to a diminution in that class of the population which was accustomed to attend them, or that the farmers are not as much

interested in the education of their children as the old yeomanry ?—The children are so much more valuable to the farmers than they used to be in Westmoreland, on account of the rise in wages, and they cannot afford to keep them going to school so long on account of the increased cost of living. These are the reasons why many of the smaller farmers do not send their children to school so long as the yeomen were in the habit of doing some years since.

14,275. Therefore, it is not so much a change from small freeholders to tenant farmers, but a greater industry and a greater anxiety to leave no labour that is available unemployed ?—No doubt that is the case ; but at the same time you must remember that there are so many other occupations now open to young men, and of course Westmoreland is not like it used to be. There is more and freer communication with other parts of the kingdom, and they very often come to London and other places and find employment.

14,276. It comes to this ; at the time when you first knew the county there was a great deal of leisure, and a large class of persons only partially employed, and now it is as busy and bustling as other parts of England ?—A person who had an estate of his own, a yeoman, supposing he had two or three sons, was in the habit of sending those boys to school until they were 17 or 18 years of age, because it was not thought that they should go out to service exactly as a labourer's child would do, or even as a small farmer's son, and consequently they were only employed on his own property at busy seasons, and sent to school during the whole of the leisure time. It is not so now.

14,277. (*Lord Lyttelton.*) What is the change in the circumstances of the clergy to which you referred ?—It has arisen in two ways. At the time to which I refer, the better livings in Westmoreland were very often held by men who had other livings. They employed curates, and did not pay them very high stipends, and those curates sometimes supplemented their stipends by teaching the parish school. And again, the smaller incumbencies are better now than they were at that time, and the incumbents are no longer necessitated to teach a school as they were then to eke out their living.

14,278. You do not mean that there is a deterioration in the condition of the clergy ?—Their condition is much better, because, as I said before, many of the clergy had to teach school, and did so to make a living, but that is not the case now.

14,279. There has been a general improvement in the condition of the clergy, but it has in some respects had a bad effect on the schools ?—Yes, to some extent.

14,280. Is your plan about endowments to consolidate together several of the small ones for the establishment of some large central schools ?—That would be my plan, but of course it is a plan, the details of which ought to be carried out very carefully, because, as I said before, there are many small schools with small endowments which it would be very dangerous to touch, inasmuch as you would be depriving the poor of that particular township or parish of the only means of education which they probably have ; but at the same time, there are endowments which might be very well dealt with. For example, I have in my recollection at this moment, an endowment of 60*l.* a year or upwards, and there are not a hundred, probably not fifty, people in the township to which that endowment belongs. If that endowment were taken and added to another or two others, and a school built in some central situation to suit that township and others that might combine, I am quite sure it would be more profitable for the owners of property in that particular township than the school could possibly be at present.

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14,281. But in the part of the country with which you are acquainted, are not such cases as you have mentioned rather rare?—There are several schools with which I am acquainted where the endowment is sufficient to secure the services of a tolerably good master, and if these endowments were increased, I have no doubt you could get a sufficiently good master to give an education such as is suitable for the children of farmers.

14,282. But how could the endowments be increased?—By adding them together.

14,283. Does it occur to you, that a general plan of consolidation of those endowments could be adopted, wherever there are small endowments, by uniting them together, giving as a *quid pro quo* to the districts, exhibitions and scholarships in the central school for the best boys of the several districts?—That would amount to very much the same thing as that to which I have alluded, viz., allowing a special advantage to the children of that township which contributed towards forming the endowment of the school.

14,284. What would that special advantage be?—I should still have quarter pence; because I think it is most desirable in all schools that you should make a certain amount of the masters' salary depend upon quarter pence, that is, each boy should pay so much a quarter. Of course, if you had a school established on the plan before mentioned, and had an establishment in which you could receive boys at so much a year to board, or at which you could charge so much a week for the weekly boys who went home on Friday evening and returned on Monday morning, and so much a day for those who came some distance, and had their dinner; I should make that altogether separate from what I may call the teaching charges, and I should then charge, say 10s. or a guinea a quarter for every child that attended, except the children belonging to those townships or parishes that contributed the endowment, and they should pay less.

14,285. It would be a pecuniary advantage which you would give to the children of the district?—Yes, from which the endowment came.

14,286. Do you expect that that might overcome the local objections which would be felt to such a plan?—I not only feel that it would tend to do that, but I feel that it would only be an act of justice, because those endowments have been for the most part given or left by men connected with the township in some special way, who, perhaps, got their own education at the very school which they endowed, and I do not think it would be quite right entirely to divert the money from the benefit of the townships for which it was first intended.

14,287. Do you think such a measure should be general; could we take all small, and comparatively not useful endowments, and consolidate them into central schools?—If I had to manage the county of Westmoreland, I should very soon mark out a plan of proceeding, because I hold that in all these things changes should be very gradual, and that you should not set to work at once and seize upon all endowments, and combine or divide them at your own pleasure, but you should take, for example, such a schoool as Appleby, or such a school as the one in my own parish at Kirkby Stephen, or the school at Kendal, and you should then endeavour to add on to those endowments from neighbouring townships or places, giving them the advantages of which I spoke, and go on gradually and see how the plan works.

14,288. It would be gradual in operation, but your hope would be ultimately to arrange the whole country in that way?—No doubt that would be the case, because I hold that if you had a central school in any particular place, such as the places I have mentioned, it would be

sufficient to educate the children within an area, we will say, of five or six miles around, and perhaps farther, because, as 100 years ago they would think nothing of coming four or five miles daily to school. I have been told, and I believe it is on record, that when Kendal school was first founded, the boys from the country thought nothing of coming four or five miles daily to school, and at this very time they are endeavouring to reform Kendal school, partly upon the principle to which I have alluded, excepting that they are not increasing the endowment, because they have no power nor means, but they intend to make it a school for more general education, and more useful for that class of boys for which it was intended. Appleby school has a good endowment, and produces very excellent scholars. I know one or two more, where the endowments are respectable, but at the same time they are not doing the work that they might be made to do, and ought to do.

14,289. Do you mean that boys will not now come such a long distance as they used to do?—They do not come such a long distance, because there is nothing to come for or to. For example, the schools to which I have alluded have none of them, with the exception of Appleby, any particular excellence worth going any distance to or for. If you establish a good school, I know perfectly well that the boys will come from a long distance, because I know instances, especially amongst the more respectable farmers' sons, where they do go a considerable distance.

14,290. You think farmers' boys for a good school, generally speaking, would come four and five miles and back the same distance in the evening?—A farmer thinks nothing of keeping a pony, and they would manage to send their boys both winter and summer. Of course the better class of farmers now have to send their boys to boarding-schools, and have to pay 30*l.* or 35*l.* a year for their education. They would only be too glad to adopt such schools as those which I have mentioned.

14,291. They would manage to send them in somehow or other?—Yes; especially if you had weekly boarders.

14,292. You say that farmers in your country very generally do send their boys to boarding-schools?—The better class of farmers have to do that.

14,293. Where do they find boarding-schools?—They are not very easy to find now, but there have been three or four in the neighbourhood where the charges were from 30*l.* to 35*l.* Of course they are obliged to send their boys to these schools. They know perfectly well that they are not good schools, but at the same time they have no other means of educating their sons.

14,294. Are these private schools established within the last 40 or 50 years?—Yes; and there are one or two public schools, in connexion with which they are attempting to establish or have established boarding-schools.

14,295. They charge between 30*l.* and 40*l.*?—Yes; from 30*l.* to 35*l.* a year.

14,296. What do they teach them; do they teach Latin?—Yes; they profess to teach Latin, and they profess to teach a great many things, but it is very doubtful whether they get anything very well taught. At Appleby school I think the charge is 35 guineas for boys under 14, and 40 guineas above 14, but there is an endowment of something like 200*l.* a year there, and the master is a remarkably good teacher of the classics.

14,297. But there are some modern private boarding-schools,?—There are in Cumberland, and some few in Westmoreland. I do not

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know whether they exist quite so numerously now as they did four or five years ago.

14,298. It was those schools you meant the farmers sent their children to ?—Yes.

14,299. (*Mr. Acland.*) Have you not sent up from schools in that neighbourhood to the Oxford local examinations, and had a centre of examination there ?—They have been sent to Liverpool and Manchester, and some of them have succeeded tolerably well.

14,300. There has been a number of candidates sent up from a school near Windermere ?—Yes, that is a different school altogether, that is a very successful school indeed.

14,301. (*Lord Lyttelton.*) A private school ?—It was purely a private school. It was opened for a special purpose, and though the person who established it perhaps did not succeed quite so well for himself, he certainly succeeded in establishing a most excellent school, and it is doing remarkably well now. I am only speaking from report.

14,302. (*Mr. Acland.*) Are the payments there higher than what you have been speaking of ?—Yes ; but there is a difference made, if I remember rightly, in favour of clergymen's sons.

14,303. (*Lord Lyttelton.*) Whose school is it ?—I do not remember the names of the gentlemen who conduct it now.

14,304. With regard to the inspection of endowed schools, you do not mean that there should be merely the opportunity of inspection offered to them, but that they should be required to be under inspection ?—It should be made compulsory, and if there is any difficulty about the funds for paying the inspectors, they ought to be levied by a per-centage on the income of the school. That really would not amount to any very great sum, and it would be well expended money.

14,305. Do you think there would be any objection to the inspectors of such schools being paid by the State, as the inspectors of the lower class schools are paid ?—There would be no objection in the locality, but it is very questionable as to whether there might not be objections in other quarters.

14,306. You think it would be a fair charge on the public funds ?—It requires very careful consideration as to whether it would be a fair charge on the public funds, because, of course, the principle is only to help those who cannot well help themselves without some extraneous aid.

14,307. Would it not be rather a serious charge in many cases on the endowment funds ?—I calculate that upon an average a school would not cost more than 5*l.* a year to inspect, and I should reckon that the income of such a school should not be less than 200*l.* a year. That would only be $2\frac{1}{2}$ per cent. on the income.

14,308. Are there not many endowed schools in your neighbourhood with a much less income than that ?—There are, but I am not contemplating inspection for those schools in the way I am speaking of. A great many of those schools should, I think, be left in possession of their endowments, for the education of the poor children of the villages. I hope and trust that we shall eventually get a better system even into these schools, but we cannot deal with them as middle class schools. They should be placed under inspectors paid by Government.

14,309. You mean that with regard to some of these endowments they should be, as they now are practically, for the lower schools ; and with regard to the others, you would not propose to treat them as middle class schools, and to put them under such an inspection, before you had dealt with them in the way you have spoken of, by consolidation ?—No ; I should make a clear classification of schools that are intended to educate the middle classes and schools that are simply

educating the poor and the children of small farmers, because the children of small farmers do not get an education much better than is given in the ordinary national schools, and they do not require a much better education. It is only the larger farmers and more respectable tradesmen that need for the education of their children a higher class of schools.

14,310. (*Mr. Acland.*) When you speak of the smaller farmers, how many acres should you say?—About 70*l.* or 80*l.* a year rent.

14,311. (*Dean of Chichester.*) 30 or 40 years ago the gentry used to send their children to those schools, did they not?—30 or 40 years ago the comparatively large proprietors did, but I do not think what were called the squires of the country did. Longer ago than that there is no doubt the gentry frequented these schools, because such a man, for example, as Sir John Lowther, went to Appleby school about the middle of the 17th century.

14,312. They now generally send their children to the south by means of railroads?—Yes.

14,313. The exhibitions at Oxford are now done away with in most of these schools, are they not?—Some of them are, and that is thought to have had a very injurious effect upon the education of the county, and to have taken away a great inducement which the farmers and yeomen thereby had to have their children educated, but I do not quite believe in all that. There is some truth in it, but it is not entirely true. There is a strong feeling among some people that it has really tended to discourage education of that particular kind, but many other causes have been at work; and moreover there are still at Appleby for example, and at Heversham and Penrith, and other schools, very valuable exhibitions and scholarships. If we had such schools as I have spoken of, I have no doubt that there would be a great many more boys who, if they did well at these schools and showed talent, would be sent forward to other schools, as clever boys used to be, not only to get better educated, but to entitle them to hold one of those exhibitions or scholarships attached to the school, and so go up to Oxford, and there take such a position as their talents might enable them to win. In fact, whenever in a small endowed school a boy showed remarkable talent, the master advised his parents to send him to one of those schools where there were exhibitions or scholarships, and of course he tried for one of them, and it depended on his success whether or not he went to the University. If he failed of course there was no chance of his going, but if he got one he did go, and we used to have a great many men connected with Westmoreland who did very great credit to themselves and the county by the success they achieved.

14,314. The result has been the deterioration of the schools?—Yes, but not from that cause alone.

14,315. (*Mr. Acland.*) Is it the fact that the exhibitions as distinguished from fellowships connected with the county of Westmoreland have been generally abolished?—There used to be what were called foundation scholarships, and if a boy from Westmoreland or Cumberland got on the foundation by getting a scholarship, he must needs go on almost as a matter of course to be a fellow.

14,316. Is it not the fact that although the succession to fellowships has been checked, there is still a considerable amount of scholarships giving encouragement to the county?—Yes, certainly, there are still what are called Lady Betty Hastings' exhibitions as well as scholarships at Oxford and Cambridge too, that are first of all to be given to candidates from Cumberland and Westmoreland, and I am sorry to say that only the other day there were no candidates from the counties

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sufficiently well prepared to take any one of four scholarships vacant at Oxford.

14,317. Is it within your knowledge that any considerable number of exhibitions and scholarships as distinguished from fellowships have been abolished?—No doubt.

14,318. What has become of the money?—They have been thrown open.

14,319. To the whole of England?—To the whole of England, but at the same time I do know that some young men from Westmoreland have taken very high positions at Oxford since that time; though there is some reason to think that the very fact of some of these exhibitions being abolished or thrown open has acted to some extent as a discouragement to farmers and yeomen having their sons educated, because they could not see how they could possibly get them to the University, unless they could well nigh make sure of an exhibition or scholarship.

14,320. (*Dean of Chichester.*) With regard to the smaller endowed schools, have the endowments interfered with the collection of funds for the support of the National Schools. You say it would be difficult to raise the funds for the support of a National School?—The endowments interfere with subscriptions in this way. An endowment is looked upon as being a sort of running subscription from the landowners and farmers of the township, and there is some justice in that, because, though it is not the case perhaps in many instances, still there are cases in which those endowments consist of land taken from the common at the time it was enclosed, and devoted to the school for the purpose of education, and that really and truly is a running subscription from the landowners of the place to the school.

14,321. You said you would recommend food to be provided for the children coming from a distance, how would you raise the fund?—By letting them pay for it.

14,322. Then that would be a superior class?—I am contemplating a superior class, because I think the great majority of our small farmers would never think of sending their children to such schools as I have mentioned; they would be contented with the education to be got in the village school at home. I am contemplating farmers who farm to the extent of 200*l.* or 300*l.* a year, those are the men who really are suffering from the want of education for their children at a reasonable cost.

14,323. (*Lord Lyttelton.*) What are the main defects of the education which the children of that class now get?—I should think it is very superficial.

14,324. Is the manner of teaching bad?—Properly speaking there is no teaching. They learn a great many things, or profess to do so, but they do not make the same thoughtful men that they would be made if they were properly taught.

14,325. Their mental faculties are not properly developed?—Of course that is the great danger in the present system of education. Everything now is told to children and explained to them, they are not allowed to think out anything for themselves, and the consequence is that, though they appear to learn a great deal, still, when they have to put down two things to be compared, they cannot reason it out.

14,326. (*Dean of Chichester.*) You mentioned the townships and parishes, do you make a difference between a township and a parish?—Parishes for the most part are very large, and they have been divided into townships for the purpose of supporting the poor and for the purpose of maintaining the highways, while at the same time there is one

parish for ecclesiastical purposes, and very often there is one good, or tolerably-well endowed school to which the inhabitants of the several townships have a right to send their children.

14,327. Generally it extends over the whole parish?—Generally; for example, in my parish there is a grammar school, founded by Thomas Lord Wharton in the time of Queen Elizabeth, and that was for the benefit, no doubt, of the people of Kirkby Stephen in general, whereas there are in the parish of Kirkby Stephen ten townships.

14,328. Is Latin ever taught?—In some of the schools it is still taught, but very indifferently, simply for the reason that the masters are not efficient.

14,329. Do you think that a good English education would be preferable?—I should still allow Latin to be taught in the schools to which I have alluded.

14,330. As a good foundation?—Yes; I think you would deprive the Westmoreland people of a privilege which they have enjoyed, and of which, until a very recent period, they have to a very great extent availed themselves, of having their sons educated for the professions.

14,331. They would not like to give up Latin?—I do not think they would; at all events those who feel most interested in Westmoreland. I can answer for myself, and many of my friends would be exceedingly sorry to deprive the Westmoreland boys of an opportunity of showing what they can do by their industry and their hard headedness.

14,332. (*Lord Taunton.*) You think it essential for that purpose that they should have a start in Latin?—I think so.

14,333. (*Dean of Chichester.*) You think the education, on the whole, requires improvement?—Very much indeed.

14,334. (*Dr. Storrar.*) From what are these endowments for the most part derived?—Some from tithes that have been purchased, some from tithes that have been given; for example, Lord Wharton gave the tithes of a certain portion of Kirkby Stephen, some from land, and some from money invested, and of course wherever the money has been properly invested in land the endowment has increased very much in value.

14,335. I should like to ask you whether, taking a general view of the endowments, you have reason to suppose that the most is made of them under the present management?—Do you mean by the trustees?

14,336. By the trustees: whether they produce as much for the support of the schools as they are capable of being made to produce?—I do not think there is any fault to be found with the actual income derived from any given property, but I do think that the trustees, in some cases, do not exercise that kind of care and discretion which they would exercise had they to do with their own property.

14,337. What is about the amount of the endowments; what, for instance, would be the lowest endowment?—There are some endowments as low as 7*l.*, 8*l.*, others as high as 40*l.*, 60*l.*, 70*l.*, and 80*l.* I have got one down here at 280*l.* I think, though I am speaking from memory, that there was a paper drawn up some months ago in which it was stated that there were 158 endowed schools in the diocese of Carlisle, and the average endowment was about 31*l.* I think that was what was stated.

14,338. To what purposes are the endowments for the most part applied; are they given to the schoolmasters, or are they expended in school plant, or how?—The endowments are generally paid to the schoolmasters, and very great evil has arisen from that, because, even in cases where the trust deed provides that the school shall be kept in repair and apparatus provided, it very often happens that the trustees pay the whole to the master, or allow him to receive the whole, and the

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consequence is that some of the schools get very much out of repair. Certainly one very great fault in many endowed schools with which I am acquainted is the great want of apparatus and the means of carrying on the school efficiently.

14,339. Perhaps the individuals who occupied the positions of trustees may not hold that place in life which would best adapt them to the useful exercise of their functions?—In almost every instance the trustees are a self-elected body, and they of course fill up vacancies themselves; the general rule followed when vacancies occur, or it is desirable to appoint new trustees, is to single out some young men in the parish who have or are likely to have property some day or other in the parish, and who follow in the footsteps of their fathers, and are trustees of the school as their fathers have been before.

14,340. Is the education often entirely free?—In most of the endowed schools provision is made, especially where the endowment is larger, that the children in a particular township or parish shall be free for certain things, but that is a difficulty which can very easily be got over, because in many of those old endowments it is specified that they shall be free to learn grammar or Latin, and when there is anything else taught, the quarter pence can very easily be charged. I have no hesitation in saying, if you could establish a central school, you might raise a very considerable income indeed from quarter pence. That has been tried in several schools with which I am acquainted, and I know that at Penrith, for example, where it is most important that they should have a good school, they have just appointed a fresh master, and resolved to charge as much as six, eight, and ten guineas a year in the way of quarter pence or capitation fees.

14,341. You would be of opinion, I presume, that the requirement of payment from the boys would positively be of advantage to them, inasmuch as it would make them value the education given, more than if they had it for nothing?—I have no hesitation in saying that in all cases, whatever may be the rank in life, there should be payment required, but I would make the payments less for those townships or parishes which contributed most largely to the formation of the general endowment.

14,342. Are these payments for the most part open to all religious persuasions?—There is never any difficulty as regards that, at least there never has been in my experience. As a general rule they are of course Church of England schools, and you may see, either from the endowment deed itself, or from the way in which the bequest was originally left, that such was the intention of the donor, but I do not recollect, in my experience of 20 years connected with schools, that I have had a single instance of an objection on the part of a dissenter to allow his children to attend those schools.

14,343. Is that good arrangement due to the forbearance and good sense of all parties, or is it due to any special conditions imposed upon the schoolmaster?—I think we owe it in a great measure to, I may almost say, ignorance; for example, if I may be allowed to allude to such a thing as the conscience clause, that would with us create the difficulty, the very difficulty which it seeks to remedy, otherwise the difficulty would never be thought of until the people were told about it, and then probably the moment there was an attempt made to give this liberty of objecting, some person in the parish, in order to show his importance, might make an objection; but, as I said before, there never has been an objection in my experience, and certainly I think the clergy in our neighbourhood never did endeavour to impose anything upon a dissenter's child that would be unpleasant to the parents. I never heard

of a parent objecting to a child being taught anything in the Church school in our neighbourhood. There has been a case or two in Kendal, I believe.

14,344. Take for instance this case, where the children of dissenters go to a school, is there any attempt to impress upon those children the peculiar doctrines of the Establishment by teaching the Catechism, and making that teaching a *sine quâ non* ?—Anyone who is acquainted with school work, and the way in which a school is managed, must know that a very short time indeed comparatively speaking is devoted to the teaching of the Church Catechism in many schools. There used to be a custom, which has not entirely gone out, that every child should say the Catechism in Church publicly, once, twice, or three times during its school days, and all the children said the Catechism just the same, one as another. I do not think that is so much the case now, but really and truly there is no attempt in a school to impress peculiar Church doctrines upon children. The school could not be carried on efficiently if you gave up your time to teaching those peculiar doctrines. Of course there must be dogmatic teaching in every school, because you cannot teach a school without it, but at the same time there is no attempt made to impress peculiarities of doctrine upon the children in any good school.

14,345. There are a certain number of Presbyterians and Independents in Westmoreland, are there not ?—There are very few Presbyterians, there are Independents, Baptists, and Wesleyans.

14,346. They might object to certain portions at any rate of the Church Catechism; if they do, how would that generally be met ?—I do not think that in any school where the managers understood the importance of having a good school the question would often arise, because, as I said before, the Church Catechism is so very little taught.

14,347. It is settled by the good sense and forbearance of all parties ?—Yes, I think so ; because it never has arisen in my experience, and I have had a good deal to do with schools.

14,348. What is the kind of education that the class of farmers in your part of the country attach most value to ? Of course they would require reading, writing, and arithmetic ?—That would be required, and that, probably, would be nearly all that would be required by what may be called the lower class of farmers; but I could more easily have answered the question 20 years ago than I can now, because that old generation of farmers and yeomen, who could read Cæsar and Virgil, and knew something of Greek, is dying out, and the present generation have not had the opportunity which their ancestors had of learning the classics, and therefore do not attach the same importance to them. I apprehend what they would really like would be what is called a good commercial education.

14,349. Thorough English ?—Yes.

14,350. Any mathematics ?—They are rather fond of having their children taught mensuration.

14,351. It bears upon their own calling in life ?—Yes ; but I have no doubt whatever that if the opportunity was got they would not only be very glad to have their children taught classics but they would make sacrifices in order to get them forward, because the Westmoreland people have ambition though they require a good deal to bring it out, and that must be something palpable and clear.

14,352. Do they attach any importance to modern languages, such as French ?—I do not think they do attach very much importance to it, not so much, perhaps, as they ought to do, and would do if their children had an opportunity of learning it.

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14,353. Have you observed any disposition on the part of your pupils to turn their attention to physical science, to mechanics, and chemistry, for instance?—There is, to some extent; but in answering that question one is naturally reminded of what may be called the "strangers" in the county who have been introduced by railways and other things, and who have brought with them tastes which do not belong so much to the native people, but there are instances in which even labouring men as well as farmers' sons are exceedingly fond of geology, and I know examples of men in what may be called the middle class of life, who are very fond of botany, but I do not think that chemistry is specially studied.

14,354. At any rate you do not know of these subjects having been introduced as part of the school course?—They have been introduced to a certain extent by means of "Chambers' Educational Course," which at one time was used in some of the schools with which I am acquainted I have examined schools in which an attempt had been made to teach those subjects, but I never saw that any very great success attended the effort.

14,355. Can you venture to offer an opinion based upon your own experience, as to whether it would be a useful thing to introduce science into these schools, and, if you did, whether the parents of the children would attach a value to instruction in science, provided, of course, that the instructors were efficient?—I think they would attach a value to certain sciences which had a bearing on their own occupation. No doubt if it could be made to appear that chemistry instructed them in the art of farming then they would value it, but the great misfortune has been that in teaching chemistry or in an attempt to do so, the subject has been made so dry, and so unattractive, and so unpractical, that the parents have never had an opportunity of knowing fairly what the effect would be on the children.

14,356. In fact there has been a real difficulty in finding suitable instructors?—That is the great difficulty; we have not the money to pay them, and the supply has fallen off very much indeed from the fact that fewer young men in the county are now educated for the professions. In the old times when they were educated, there was always a sufficient supply of masters for the schools, and at the same time 40*l.* a year was considered very good pay for a village schoolmaster, because he could get board and lodging for about eight shillings a week, whereas now he would have to pay probably double, and more than double that amount. In the times to which I have alluded, 35 years ago, 50*l.* a year was considered to be a good salary, and I knew a very efficient master indeed as regards teaching, at Kendal, who had never more than 80*l.* a year, and his pupils did remarkably well.

14,357. I suppose I need hardly ask you whether the subject of political economy is ever attempted in the education in Westmoreland?—Yes; that is attempted even in the ordinary schools, because any one who uses an Irish school book must necessarily learn a little of that, and there has been an attempt on a more ambitious scale to teach political economy, but that, like every thing else, depends entirely for its success on the skill of the teacher, because it is no use attempting to teach children things unless you can make them thoroughly understand them.

14,358. But if the elements of political economy were efficiently taught, you think it would have its use in the education of the class of persons we are at present referring to?—Everything has its use that tends to discipline and train the mind. I do not believe that education simply consists in acquiring knowledge; I think the great use of a good school is to discipline the mind and fit it to acquire knowledge for itself

at some future time; and really and truly, work done at school, though it does convey knowledge, is much more useful in preparing the child to obtain knowledge at a future period, than the knowledge itself then acquired is.

14,359. Still you probably recognize certain subjects which would combine the advantages of useful knowledge with mental discipline?—I certainly consider that in a school, especially such a school as that to which I have alluded, very great attention ought to be paid to those subjects which tend most to strengthen and discipline the mind, and enable men to think, because that is the great want that you see, not only in Westmoreland, but I am sorry to say in very many other places, want of power and skill to think, want of thought.

14,360. (*Lord Lyttelton.*) Does it occur to you that any direct means could be used for the improvement of the existing endowed schoolmasters?—I certainly would adopt the system of inspection with such rules as I have mentioned, that two consecutive reports against the school below a certain quality and standard, should cause the school to be vacant by the very fact that such reports had been made, say three months after date of the second one; and in order not to interfere too violently with the power of the trustees, I would give them the alternative of re-electing the master if they thought fit, and at the same time throw the whole responsibility upon them.

14,361. That, would be an indirect way of doing it. Do you think any direct mode of training schoolmasters for that kind of school could be adopted?—At present I am afraid we are not in a position to pay them supposing we had them trained. It is all very well to train a schoolmaster who is to manage a school of 80 or 100 children, because in that case it becomes very important that he should have a very good system, and it also becomes important that he should know exactly how to convey knowledge to the different classes, but in a superior school, such as that of which we are now speaking, I think that training is not so very much required as sound scholarship.

14,362. Have you heard of a proposal to have a system of certificates for the masters of endowed schools, given on examination by the Universities or some such body?—There was what was called the College of Preceptors which professed to do that, I do not know with what effect, good or bad; the difficulty would be to induce these men to pass the examination, unless you could make it a *sine quâ non* that they should do so.

14,363. That is one proposal, not for schools in general but for endowed grammar schools; that no one should be eligible who did not hold some such certificate from the recognized body?—I should certainly think that that would work very well in all schools, the endowment of which amounted to above a certain sum, but of course you could not apply that to a school with an endowment of 15*l.* or 17*l.* year.

14,364. You think it might be adopted in the case of the more important endowed schools?—I have no doubt it would work very well indeed, and possibly might be very beneficial, but seeing the evils as they exist at present, one is only too anxious to do something that will have an immediate effect.

14,365. If some such system were instituted, might the public be informed, as by a system of public registration, who such certificated masters were?—I think the better way would be to allow them to produce a certificate themselves on parchment, or a diploma; of course it would be nothing more than giving them a degree, of what may be called an inferior kind to the degree conferred by the Universities after residence and examination. There is no reason why

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they should not have the same authority for that degree and the same way of exhibiting it to the world as a University man has.

14,366. You think it would come to be a matter of notoriety, as any other degree?—I have no doubt it would. You are perhaps aware that the usual plan which has been followed in our county in filling up a vacancy in an endowed school, especially where the school is under the management of governors, has been by examination.

14,367. How do you mean by examination?—The candidates have very often been examined by some neighbouring clergyman, and the man who has done the best at that examination, of course taking other things into consideration, has very often been appointed.

14,368. Has that been the custom in your part of the country?—Until very lately it was almost the general rule, but I have not heard so much of it lately, because they have taken testimonials to guide their selection more than examinations.

14,369. Does it occur to you that any legislative improvement might be applied to the system, by which trustees of such schools are now elected? You said they are generally self-elected?—Yes.

14,370. That could not be altered except by legislation; do you think that any general legislative measure might be adopted on that subject?—Yes, especially if you had those central schools. I should most strongly advise that the townships should be allowed to elect the trustees or a portion of the trustees in the same way as they elect the guardians; or if you could combine a whole union you might allow the board of guardians to elect a certain portion of the trustees; and I think you should make it imperative that a certain number of these trustees retired every year with the privilege of re-election, in order to get fresh men into the body if thought desirable, or to give an opportunity for changing trustees, because now the great evil is, that a man is appointed trustee of a school, and he probably never looks after it any more. I was told the other day of a gentleman who had been trustee of a school, and for 15 years had never come near, and when he was asked to resign, he considered it was a very great insult.

14,371. That would be the principle; there should be something of the principle of popular election introduced, and the appointment should also be liable to revision from time to time?—That is decidedly what I think; that there should be some system of popular election, because if you get that introduced you are pretty sure to get good men upon the whole, that is, who will take an interest in the school; at the same time there should be a certain number of *ex officio* members; for example, magistrates or clergymen in the district, or a certain number elected by them.

14,372. (*Lord Taunton.*) Are there good means of education for girls of the middle class in the county with which you are acquainted?—No, there are no good means at present; there are better means in some respects than for boys, because there are boarding schools to which they can be sent at a comparatively lower cost, than in the case of boys, but at the same time many of the farmers have to depend in a great measure on the girls' schools in their respective parishes.

14,373. Do you think it is difficult for a farmer's daughter or a small tradesman's daughter to get an education suited to her condition in life at present?—Small farmers and small tradesmen send their children to the ordinary village or national schools, both girls and boys. They are mixed schools for the most part, and though I have no doubt there is more objection to send girls to those schools than to send boys of the same class, yet nevertheless they do it.

I would suggest that in any attempt to improve or increase the

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means of education in Westmoreland there is a class of charities which might be used for the purpose very beneficially, and I think very properly. These charities have been left to be given to the poor of the place on some particular day or in some specified mode. They do little if any good at present, and some of them do positive harm. They have not unfrequently been used to keep down the poor rates, and so long as each township had to contribute to the common fund of the Union according to its expenditure, they were often applied to keep down the averages by relieving those who would otherwise have had to apply for parochial relief. There is now no temptation to use them in that way, and many of them might be applied to educational purposes with far more benefit to the townships to which they belong than they derive from them now. Indeed, had the donors been living now, we have a fair right to presume that under the altered circumstances of the case and the change in the condition of the people, they would not have given these charities to be used in the way they are now. Of course there are exceptions, and it would not do to seize upon all these charities indiscriminately and apply them to some other purpose; but careful inquiry should be made in each case, and I think after such inquiry it would be found desirable to apply many of them, or at all events to give a majority of the landowners in the township power to apply their charities if they thought fit to the purposes of education.

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The Rev. W. B. GARNETT BOTFIELD called in and examined.

14,374. (*Lord Taunton.*) I believe you recently held the situation of preacher of Bunbury and visitor of the Aldersey Grammar School at Bunbury?—Yes.

14,375. In that capacity you became well aquainted with that establishment?—Yes.

14,376. What is the nature of the school?—It is an old endowment for a grammar school; it is part of the original endowment from the time of Queen Elizabeth. There were the offices of preacher, vicar, or curate, assistant to him, schoolmaster, and usher, with various duties appointed to them. The preacher is, in virtue of his office, the visitor of the school. It is under a special Act of Parliament. The endowment of the preacher is 100 marks a year, and a house and land; 20*l.* to the curate; 20*l.* and a house to the schoolmaster; and 10*l.* and house to the usher. Those sums remain the same as they were in the time of Queen Elizabeth.

14,377. What is the number of boys in the school?—About 120 at present.

14,378. Is it a grammar school of the ordinary kind?—It is at present carried on more like a national school; it is a school for all classes. When some few years ago I came to be preacher there, the school was a complete nonentity—it was quite free. The clerk of the parish, who kept a public-house, was the schoolmaster, and the whole thing was as bad as it could be.

14,379. Is the district in which it is situated a purely agricultural district?—Purely so; it is a large agricultural parish, consisting of 12 townships, and between 4,000 and 5,000 people. There are other churches and other schools.

14,380. What gave admission to the school; was it free to everybody?—To anybody in the parish or elsewhere.

14,381. I presume, from what you have said, that the education at that time was inferior to what is given in a good national school?—It was very bad indeed; in fact there was no education. Upon two

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occasions when I applied for the Government inspector to come, and notice was given to the master to bring his scholars to be inspected, there were neither master nor scholars.

14,382. What was the total amount of the revenue of the school which was working in this manner?—I should think nearly 50*l.*; 20*l.* to the schoolmaster and 10*l.* to the usher, that made 30*l.* Those were salaries paid by the present lay impropriator, or rather the lessee; and then there were two houses and some lands, which made it about 50*l.* a year.

14,383. What authority did you possess in your office of preacher over the regulation of the school?—None as preacher, except that as preacher I was visitor of the school, and had to report to the Haberdashers' Company, who are the patrons of the living, twice a year, as to the conduct of the school.

14,384. (*Lord Lyttelton.*) They were trustees of the school?—I suppose so.

14,385. (*Lord Taunton.*) I believe that school is now in a very different condition?—Yes, it is a very good school indeed.

14,386. When was the alteration made?—About 11. or 12 years ago.

14,387. Will you have the kindness to describe the nature of the change?—I knew the district pretty well; having lived there a great part of my life, I pretty well knew the requirements of the place. There had been a great deal of squabbling and trouble about the school in former times. I went to the parish when the living was vacant, with one main object, to restore the school. I first of all got the consent of the farmers to make charges; it was a free school before. I called several meetings, and told the farmers they could not possibly have a school without paying something, and that was agreed to. I then received permission from the Haberdashers' Company to prepare a scheme. I called on the Government inspector, Mr. Norris, and consulted with him. I then appointed a master from Battersea, and we set to work with the school in a regular national manner.

14,388. What fees do you charge the boys?—In calculating the fees at first, I calculated what amount I should have from subscriptions, from the endowment, and from Government advances, and I regulated the scale of fees accordingly, otherwise they would certainly be too low. The children of farmers paid 10*s.* a quarter, and the children of the labourers about 2*s.* a quarter, or twopence per week. There were some small sums between, according to the position of the person.

14,389. In the main, you placed it in the condition of a national school?—Yes, we taught a little Latin, just sufficient if a boy wanted to go into a profession, or prepare him in some degree for it.

14,390. Are the pupils in different conditions in life; for instance, some of them being the sons of agricultural labourers, others of small farmers, or in fact what may be called the lower stratum of the middle classes?—There are the sons of labourers, of tradesmen, of farmers, of professional men, of clergymen, and merchants, and in fact all classes, the higher class representing about one-third of the whole school.

14,391. What arrangement did you make as to payment? Did you take a different scale of payment for these boys?—Yes. At present the highest scale is 15*s.* a quarter. When there was an alteration in the educational code, it very materially affected the school, and we were then obliged to make an alteration in the fees, and instead of having 10*s.* a quarter from the head class, we raised it to 15*s.*

14,392. Are the children all taught together on the same benches?—They are all taught together.

14,393. Do you find that work well?—Very well indeed, I have the figures here. There are 17 boys at 15*s.* a quarter, 22 at 10*s.* a quarter, three at 6*s.* a quarter, one at 5*s.* a quarter, 18 at 4*s.* a quarter, eight at 3*s.* a quarter, and 51 at twopence per week. The payments from them amount to about 115*l.* a year, and it requires about 115*l.* a year more to carry on the school. I think the average of the school fees for the last three years is 112*l.* For the year 1865, the following additional aid was received:—Endowment 50*l.*, subscriptions 30*l.*, Government Grant 33*l.*, total 113*l.* If the school fees were doubled all through the school, the school would be self-supporting.

14,394. You said you had some sons of clergymen?—Yes, my own boys were there, and there is the son of a clergyman there now.

14,395. Do you teach the elements of a classical education?—Yes, they learn just a little Latin, the Latin grammar, and a little Delectus, sufficient to enable them to go to a better class of school without any very great disadvantage.

14,396. I suppose boys of the higher rank remain longer at school than boys of the labouring classes?—A little. Whilst the boys of the upper class remain four years and three months the others remain three years and nine months.

14,397. Do you attempt to teach the elements of Latin to the children of labourers?—To any one that likes to learn it.

14,398. What do you find is the case, do they or do they not learn it?—Not generally; I think it is merely the farmers' sons who learn it. The farmers have a notion that Latin is useful for a chemist and druggist.

14,399. (*Lord Lyttelton.*) Is it never taught except at the direct request of the parents?—No, I think not.

14,400. All through the school it depends on the wish of the parent?—Yes.

14,401 (*Lord Taunton.*) Have you reason to believe that this change has given satisfaction in the neighbourhood?—I think so, at all events if you may judge by the attendance of the boys.

14,402. Are there any boarders?—Yes, the master has boarders.

14,403. Is he allowed to charge what he pleases for them?—Yes; that is entirely his own affair. He has a good house, for which he was enabled to raise the money, which cost about 500*l.*

14,404. And good school buildings?—No, the school buildings are not at all good. It is a very inferior room; it is a long large room, but very low, quite inadequate for the school.

14,405. Has anything been done to remedy that?—No, nothing more than to put a boarded floor just to meet the requirements of the Government inspector. It is a most inadequate building for a school that is so well managed.

14,406. I think you said the house for the master was built by subscription?—Yes, and with some money that I had saved while it was under my management. When I resigned my office I think I had about 120*l.* which I had saved one way or another, for the purpose, as I intended, of building a school; but the master was very anxious to get a house to enable him to take boarders.

14,407. I presume your experience would lead you to think well of the practicability of teaching boys of different classes in life together in the same school so far as elementary instruction is concerned?—I think so, decidedly.

14,408. Do you find any objection on the part of any of the parents of the higher classes to the companionship of their boys with boys of a lower class with reference to manners, behaviour, language, and so on?—

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I think not; the tendency entirely is for the better class of boys to raise the character of the lower class boys.

14,409. (*Dean of Chichester.*) There was a little opposition to that at first, was there not?—No, I do not think there was; perhaps there was a little tacit opposition on the part of the farmers. If you asked a farmer whether he would like his boy to be taught with boys of his own class or with the labourers' children, as a matter of course he would say he would rather have him taught with boys of his own class, but you cannot do it. There was a school in that neighbourhood, at Broxton, carried on for farmers' sons, which died a natural death directly.

14,410. (*Lord Lyttelton.*) The office you hold was that of Visitor of the school?—I was visitor of the school in virtue of my office as preacher.

14,411. Is that office according to the endowment of the school?—Under the endowment.

14,412. It requires the school to have a visitor?—Yes, the preacher is the visitor. I really do not think he has any power, but I assumed the power in re-organizing the school.

14,413. How many boarders are there?—I should think about six.

14,414. What is the area from which the scholars come?—The parish consists of 12 townships; I hardly know the acreage; but they come from a distance of three miles.

14,415. They come willingly from about three miles off?—Yes. I remember the last report sent to me before Christmas, stated that the boy who lived the farthest off, more than three miles, had only been absent a quarter of a day.

14,416. Of what class of boy was he?—A farmer's son.

14,417. The children of farmers and the upper classes would go farther to school than children of the lower class?—Yes, I think they would, they can get donkeys and ponies.

14,418. You received great assistance from Mr. Norris in the remodelling of the school?—Yes; I had his advice, and though I did not quite follow it, yet it was from the encouragement I received from him that I was induced to proceed.

14,419. The evidence which he gave before us was to this effect:—"The Bunbury school, when I first knew it, was in a miserable state. "The clergyman was the master, and never went near the school; his "usher drew the salary, which was 40*l.* a year. He educated 10 or 12 "farmers' boys, and the school was a mere barn. In two years that "school was transformed into a school of 90 or 100 boys, half of whom "were tenant farmers' sons, with a highly trained certificated master at "the head of it; he teaches Latin, if required, chemistry very well, "drawing most successfully. They have won more Government prizes "than any school in Cheshire, and the English education is excellent." Is that a correct account of the school?—That is quite true, except that we do not teach drawing ourselves. We have a Mr. Davidson, the Government drawing master of the district. I do not know what office he holds, but he comes from Chester once a week to teach drawing.

14,420. Are all those things taught to such boys as are fit for them and require them, for the payment which is made, or are there extra payments?—No extra payments whatever; I am not quite sure with regard to the drawing classes; I think there is a subscription among the boys to pay the drawing master. Those who could afford to pay something did so, and the whole school had the benefit.

14,421. Without that, drawing would not have been taught?—It would have been taught by the master, who was quite competent to teach it, but not so well as Mr. Davidson.

14,422. What is the object of the subscription?—To get a first-class master like Mr. Davidson.

14,423. Is the whole endowment still only 40*l.* a year?—It is about 50*l.* a year, last year it was 50*l.*; the endowment is 30*l.*, besides two houses and some land.

14,424. There is no margin for such a purpose as repairing the school buildings, for instance?—The school buildings are bound to be repaired by the gentleman who has the lease of the tithes for 500 years under the Haberdashers' Company, a Mr. Aldersey, of Aldersey, whose ancestor founded the school. He has about 250 years to run, and it then reverts to the Haberdashers' Company.

14,425. He is bound to keep the buildings in proper repair?—He is bound to keep them in repair; it would be difficult to say in what repair.

14,426. He is not bound to make a new set of buildings, or anything of that sort?—No, I think not.

14,427. How long do the boys of the upper class, the farmers' sons, who form about one-third of the school, generally stay?—There are five classes of 21 each in round numbers, seven boys in a row. The first class will perhaps have 27 or 28 boys in it, and the average is 14 years.

14,428. The average age at which they leave?—Yes. In 1859 the average age of scholars admitted was 10; in 1865 it was 9, so we have just gained one a year.

14,429. (*Dr. Storrar.*) Do the labourers' children remain so late as 14?—Yes, sometimes.

14,430. Would the term "average age 14" apply to the labourers' children as well as to the others?—The average of the upper boys in the first class in 1865 was 14 years and 1 month, the everage of the poorer boys in the first class was 13 years and 3 months, being nine months' difference. Sometimes a boy, perhaps a weakly boy, will stop till he is 15 or 16; I have known them there at 17.

14,431. (*Lord Lyttelton.*) Do the farmers take their boys away so early as 14?—Yes, but there would be several older than that.

14,432. Many of the farmers' boys leave as early as 14?—About 14; we do not want them much older than 14 for this reason, we should only have three or four boys in the first class. These boys would make a class of themselves, and then it would be a very great additional burden for the master. It would be better for a boy who remains there to 14 or 15 that he should go to some school at a distance.

14,433. What is the establishment of the school, is it a master and one assistant?—I amalgamated the two offices of the master and usher. The master has pupil-teachers. I do not know how it is exactly now. He would have about five assistant teachers from amongst the boys, in the nature of pupil-teachers.

14,434. The Government grant was only with respect to the labourers' children?—Only with respect to the labourers' children. A short time ago a representation was made to the Government; the 50*l.* was deducted from the money that the school obtained from the Government. We said it was hardly fair that the Government should apply all the 50*l.* of endowment to the lower classes, and therefore they took the fair proportion for the lower class, and accounted that as the endowment of the school, which was to lessen the Government grant, so that they get rather more now.

14,435. Do the Haberdashers' Company in any way interfere with the management of the school?—Not at all.

14,436. Have they a right to do so under the deed?—Yes, I should think so; I do not know in what way they could interfere.

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14,437. As to the regulation of the studies that ought to be pursued, and so on?—The studies are laid down by statute.

14,438. A statute of what date?—Of Elizabeth, the studies, and the time, and the whole thing.

14,439. The studies are not now as they were laid down then?—Not at all.

14,440. Those new subjects, such as chemistry, and so on, were they introduced under your direction?—Yes.

14,441. Are they carried on now under the sanction of your successor?—I think so; I do not think my successor attends to it in the same way as I did; he found the thing working well to his hands, and he leaves it alone.

14,442. Practically, it is left to the master?—Yes.

14,443. Supposing the master wished to introduce a new subject, such as German, would he do it of his own authority?—He would naturally consult the Visitor.

14,444. Do you remember what were the subjects laid down by the old statutes?—I think Livy and Cæsar; I forget the exact terms.

14,445. Was nothing but Latin laid down in the old statutes?—I think nothing but Latin.

14,446. What was called grammar?—Yes.

14,447. (*Dr. Storrar.*) So that by teaching Latin to those who wish it, you still sufficiently fulfil the old statutes?—Quite so; that was the object of it.

14,448. (*Lord Lyttelton.*) This was done by the parties concerned in the school; there was no reference to the Court of Chancery or to any authority to make a new scheme, or anything of that sort?—No, not at all; I did it all of my own authority, and afterwards I think with the consent of the Charity Commissioners. We sent them a report; in fact I saw them myself, and stated what had been done; they thought it was right, and that there was no occasion to take any further notice, unless there was a difficulty.

14,449. Had you their sanction in writing?—I think not.

14,450. You merely consulted them?—I did not consult them till the thing was in full working order.

14,451. You consulted simply to ascertain whether you were safe in what you had done?—Yes, I think there came a time when they sent some forms to be filled up.

14,452. You report to them once a year?—I do not know.

14,453. The school is a Church school in its proper character; is there any rule as to the admission of the children of dissenters?—The rule I made, but of course I had no authority to make it, was simply this, that the children were expected to attend a place of worship every Sunday, which place of worship was to be selected by their parents. If you compelled the children to attend church it would be destruction to the school at once, because the great bulk of the people are dissenters.

14,454. Though they were day scholars, yet you had a rule of that kind?—In the old statutes they were ordered to attend church on Saints' days, and so on, with their service books.

14,455. Do you mean that you inquired into that, whether they did attend Divine worship on Sundays?—I will not say I inquired into it very much, but that was the understood rule that they must attend some place of worship.

14,456. Were religious lessons given in the school?—Yes, the first half hour every day was given to the teaching of Scripture.

14,457. The master would always be a member of the Church of England?—I think he ought to be so, under the circumstances.

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14,458. And always has been so?—Yes, I should say so.

14,459. Does he teach the formularies of the Church of England?—Yes, I think now they teach the Church Catechism, and everything connected with the Church in the Church's words; the master would not make any point about it; if anybody objected, he would give way at once.

14,460. Have you ever known an objection?—Never.

14,461. You have no rule or system about it, but it is left to the master?—Yes, it is left to the master, I never knew any opposition to it.

14,462. (*Lord Taunton.*) You have no reason to believe that, under this system, an irreligious tone is communicated to the boys in the school?—I think it is quite the reverse. When I began the school, the little fellows would come and swear at me, and not think that they were doing anything wrong. I am bound to say, that you might go into the school now, and never hear an indecent or profane word. The tone of the school is excellent.

14,463. The dissenters, I think you said, gladly avail themselves of this school?—Yes, there is no difference whatever.

14,464. (*Lord Lyttelton.*) You are very fortunate in your master?—Yes, very fortunate, he is excellent; and I treated him as a master should be treated. I think there is a good deal in that. One of Her Majesty's inspectors states on his certificate that he has *unusual* capabilities for teaching.

14,465. He teaches Scripture at his own discretion?—Yes, I never interfered with him in any possible way.

14,466. (*Dr. Storrar.*) How did you succeed in reconciling the parents to different standards of payment, how was that managed?—There was no education when I first went to the parish. None at all worthy the name. I called the farmers together repeatedly, and at last they consented that certain scales of charges should be adopted at the school; I entered every boy myself. The school being free, and as I was acting to a certain extent illegally, I thought it well to be on the right side, and therefore if a parent came to enter his boy, I said, "Now "I shall charge your boy 10*s.*, do you object to pay it, because if you "do I will take him for nothing." I put it in that way to every single boy that was entered, except to those who I felt certain would not object to the charge in the school, and latterly I had not a single boy, particularly of the lower classes, that ever made an objection. Once or twice I think a farmer grumbled who ought to have been charged three or four times as much, but I never had any objection from the lower class.

14,467. If I understand you rightly, the education is given to all alike, irrespective of the amount of payment?—Quite so.

14,468. My inquiry is directed to ascertain, when a parent presents himself at the door of the school with his boy in his hand, in what way you deal with that boy in fixing what should be the amount of payment?—If the man is a farmer of 200 acres, or something of that sort, we charge him the full price. If he were to say, "Although I have a "large farm, yet my means are very small, and I have a large number "of children to educate, and 15*s.* would be too much for me to pay," then I should say, "What charge will you pay?" I would leave it to the man to pay what he thought a fair thing. I never found any difficulty.

14,469. You appear to have acted with very great discretion; but I am rather curious to know how it is managed at present when another gentleman has taken your place. Do you know whether he takes the

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same superintendence of the payments as you did, or whether the schoolmaster does it?—I think the schoolmaster and the clergyman too, because he sends his own son, and I have no doubt he would pay a great deal of attention to it,—that is, under the master. He would not interfere any more than I did, I dare say.

14,470. Had you any girls in that school?—No; that would be destruction. You could not possibly keep boys to 14 years of age in a school where there were girls. They would say, "it is a girls' school," and would not go.

14,471. You never attempted, under the same foundation, any provision for the education of girls?—Not at all. That would be destruction to the whole system. I think a school for girls might be carried on exactly on the same principle; but it must be totally and entirely unconnected.

14,472. (*Lord Taunton.*) Do you think it would be wanted almost as much as a school for boys?—Quite as much; and I endeavoured to carry out the same with regard to girls with partial success.

14,473. Had you any endowment to work upon for the girls?—None whatever; and I would rather be without the endowment. The endowment was the great difficulty I had to contend with. I was three or four years getting over that endowment. The farmers and others said, "You have got a free school."

14,474. (*Dr. Storrar.*) Seeing that the highest payment is 15*s.* a quarter, the fact is, that the payment is considerably below the value of the education given?—Yes;—you could not get the same education for the money, even in first-class schools. I know what I pay for my boys at other schools, and they do not get taught half so well.

14,475. What science is taught, is it mechanics or chemistry?—There is not much chemistry taught. Land surveying is taught, and mapping. The first class boys without looking at it would draw a map of England accurately.

14,476. And all the instruction is given by a trained master?—Except the drawing, and what the pupil-teachers do. If I remained there I had intended to have got a French master for those boys who liked to pay for it. I got several boys appointments in Liverpool. There are three or four boys now holding very good appointments in Liverpool to whom French would be of very great assistance.

14,477. Do you know whether there has been introduced into this school any political economy, or social science, as it is sometimes called?—Not much, I think.

14,478. It has been attempted, you think?—To some extent.

14,479. (*Lord Lyttelton.*) Incidentally?—Yes; I wrote to Mr. Bailey, the master of this school, as soon as I received a letter from your secretary, asking him to give me any statistics he could. I asked him if he would put down what he considered the advantages of the school. He says, "The rivalry and emulation between the poorer and "better boys is productive of much good. There is no idleness in "the school, and the tone of the school is improved by the presence of "the better class of boys. Efforts made by the poorer parents to send "their children regularly and keep them some time in class are very "interesting. They are specially referred to by Mr. Bonner in his "report on the school in 1862."

14,480. So that the social effect is to raise the humbler classes, and in no degree to lower the upper classes?—Not in the least. If you get a good master and give him a fair chance and put him in his proper position, I do not think that a school of that sort would ever fail. Of course you must have a certain distance in which to have a

school of this sort. I think, where the parishes are very small, you must have something in the nature of a central school. Each parish of course would have its little dame's school, or something of that sort, but you must have a school that would contain more than 100 boys.

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14,481. (*Dr. Storrar.*) Putting aside the necessity of the case owing to local circumstances, perhaps you, as a man of the world and a clergyman, would be of opinion that the best social results follow to society generally in the mixing up of this kind of education in early life?—I think so. I have a very strong opinion that it would be so.

14,482-4. (*Lord Taunton.*) Are there any other observations which you wish to make to the Commission?—I would suggest that in all national schools and others receiving Government aid there should be a scale of payments for the better classes, so that if the schools were efficient and satisfied the requirements of such classes in the district they might avail themselves of them at a fair charge.

It would frequently happen that an excellent education would be thus available to the wealthier classes in a district which, whilst it would be a great boon to them, would at the same time materially benefit the school.

I would also observe that the great success of this school has been owing to the excellence of the master, Mr. Bailey, and to the fact of the education being such as was needed by all classes in the parish, and not a little to the high tone which exists amongst the boys, fostered by all connected with it.

I have appended the original prospectus when the school was reorganized.

It is worth mentioning, perhaps, that the statutes of the school contemplate the admission of "women children," so that they be few and not more than nine* years of age.

BUNBURY ALDERSEY GRAMMAR SCHOOL.

This school will open on Monday, the 4th of February, under the superintendence of Mr. W. Bailey, certificated master of Battersea Training College, London.

The school was intended by the founder to afford a free education for the children of the parish and neighbourhood, but the salary arising from the old endowment being insufficient to secure the services of a competent master, it was agreed at a public meeting of the parishioners that payments should be received from the children attending the school.

The Visitor, the Rev. W. B. Garnett, has received permission from the Governors, the Haberdashers' Company, to re-organize the school in such a manner as to meet the requirements of the present time, provided the master selected bears a certificate of merit. It has therefore been his object to place the school in such a position as to afford the best possible education at a reasonable charge.

The course of instruction will embrace the following subjects:—Scripture, reading, writing, grammar, history, geography, Latin, music, agricultural chemistry, book-keeping, arithmetic, mensuration, land-surveying, algebra, mechanics, and geometry.

The Visitor confidently hopes, from the position held by Mr. Bailey on the list of Queen's Scholars, from his certificate of merit (1st class) in his first year, and from the high testimonials he has received of him, that he will be able to impart instruction in the foregoing subjects so as to give satisfaction to the parishioners.

School hours will be from 9 o'clock till 12 in the morning, and from 2 o'clock till 5 in the afternoon. In the winter months the school in the afternoon will

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* I think 9, but write from memory.

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open at half-past 1 o'clock, the time of leaving being at the discretion of the master.

Every Saturday will be a whole holiday.

Terms of Admission.

1. A few boys, the children of poor widows, or of parents whose circumstances render them quite unable to pay the lowest fee, will be admitted free at the discretion of the Visitor; and it is earnestly requested that none who can afford to pay will apply for a free admission.
2. Children of labourers will be admitted at 2*d.* a week.
3. Children of farmers renting less than 40 acres of land and of small tradesmen, will be received upon payment of six shillings a quarter.
4. Children of farmers and tradesmen, not included in No. 3, will be admitted at ten shillings a quarter.

In cases where two or more children of the same family attend the school, the first only will be charged the full price, every additional child being admitted at half-price.

All payments must be made in advance; the quarterly payments at the commencement of each quarter, and the weekly payments on each Monday.

The above charges include slates, pencils, pens, all books (except writing books), &c.

It is hoped that these charges will meet the approbation of the parishioners, but should any cases present themselves to which the foregoing rates do not strictly apply, the Visitor will be happy to make a special arrangement.

1. All scholars must be kept clean and tidy, and attend school with regularity. It is particularly requested, should any child through sickness or any urgent cause be unable to attend the school, that notice to that effect be given to the master, either by a note from the parent, or a message by a grown-up person. Absence without leave from the master, cannot on any account be permitted.
2. The scholars must attend regularly, on Sundays, the place of worship selected by their parents.
3. Those parents who wish their children to be admitted to the school are requested to call at the Rectory, on any morning between the hours of nine and ten.

(Signed) W. B. GARNETT,
Visitor.

Tuesday, 13th March 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
DEAN OF CHICHESTER.
REV. FREDERICK TEMPLE, D.D.
THOMAS DYKE ACLAND, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Rev. A. Daymond.

13 Mar. 1866.

The Rev. ALBERT DAYMOND, called in and examined.

14,485. (*Lord Taunton.*) I believe you are the master of the Middle Class School which has recently been established at Framlingham?—Yes.

14,486. How long have you held that situation?—The work of the

college commenced in April last; our third term is now near its end; we have three terms in the year.

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14,487. We are already aware of the circumstances under which that college was established.* Will you be so kind as to inform us how many pupils there are at the present moment?—311 now in residence, that is 11 above the proper number; we are built for 300. There were a great many boys waiting to come in, and the governors thought it best to take them. I think that after this term we shall have to keep to 300.

14,488. Are they all boarders?—With the exception of two. Pembroke College, Cambridge, gave the land for the college and has the right of sending six boys from the parishes of Framlingham, Debenham, and Coggeshall, either as day scholars or full boarders; in the first case free of any charge, in the latter subject to a payment of 17*l.* per year.

14,489. I conclude from what you have said that there has been a considerable desire manifested by those for whom this education was intended to send their sons there?—Yes, very great indeed.

14,490. Are they mainly from the agricultural and farming class?—At the present time I think about five-sixths are farmers sons as nearly as possible.

14,491. What is the expense of the education?—25*l.*

14,492. Including everything?—Everything except the books actually used in school, the cost of repairs of cloth clothes, and boots, and of the week-day and Sunday college cap. It includes all expense of board, tuition, washing, and medical attendance in ordinary cases; special medical attendance is charged to the parents by the medical officer in cases, for instance, of serious illness.

14,493. Had you any experience in tuition before you went to Framlingham school?—Yes; I have been engaged in tuition for the last 18 years, for some little time as an assistant master at Eton, under Mr. Stephen Hawtrey; but chiefly at St. Mark's College Chelsea, where we had a very large school of over 600 boys consisting principally of the upper middle, middle class, and lower class.

14,494. (*Lord Lyttelton.*) The practising school?—Yes, we had those three divisions; the upper school in two divisions, and the lower school which was in fact the national school, the practising school, of the college.

14,495. (*Mr. Acland.*) What was your office in the school?—I was normal master in the college, and ex officio head master of the college schools.

14,496. (*Lord Taunton.*) Are you allowed a large discretion in the management of the studies of the school?—Yes; the prospectus contains the course of study, and that was drawn up by the governors and myself.

14,497. You aim at giving a sound middle-class education?—Yes.

14,498. Up to what age do you expect the boys to remain in your school?—We have at present boys of nearly 18, but we shall lose them at the end of this term, this being the end of our first year, and then our oldest boy, I think, will be about 16½. By the byelaws boys are not allowed to remain after 18, or to be admitted older than 16.

14,499. Do you believe there would be a disposition on the part of farmers in Suffolk to let their children stay as late as 16 or 17 school?—I can hardly tell; I think there would be, judging present feeling. We admit boys as young as nine.

* See evidence of Sir E. C. Kerrison, Bart., in preceding

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14,500. In what state of preparation do they come to you with regard to the elements of knowledge?—Not in a satisfactory state, as far as I have seen as yet. They seem to have learnt a great many things professedly, but very few things really. Their elementary knowledge is poor. They are very intelligent, sharp boys, but their real instruction seems to have been very small. I notice that more particularly in the religious instruction, in their knowledge of the text of the Bible. I find even the older boys considerably deficient in that.

14,501. Are they able to spell pretty well?—Yes; we do not admit any boy who is not in a measure able to read, write, and spell. We have a simple test examination when a boy comes in. The boy is not definitely admitted until after that examination has been passed, at least, if that were thoroughly unsatisfactory he would be liable to be rejected.

14,502. You mentioned religious instruction; have you boys of different religious denominations in your school?—Yes; the governors have provided carefully for that, and it forms rather a special feature in our system. You will see there is, in the prospectus an extract from the Charter, and a special provision also for the sons of dissenters. We allow them exemption from attendance at the college chapel, and from distinctive Church of England teaching if their parents wish it. We have at present 21 boys who are exempted from distinctive Church of England teaching, but only two who do not attend the college chapel services.

14,503. Do you find that the system works well?—Yes, as far as I have yet tried it, very well.

14,504. Do you think it at all produces an irreligious tone in the school generally?—No, I do not think so at all.

14,505. Do you give religious instruction of any kind to those boys who do not belong to the Church of England?—We have what may be called distinctive Church of England teaching on Friday and Saturday; that is the Church Catechism and Liturgy. On those days we form those boys into a Bible class, which is taken by one of the masters.

14,506. What religious instruction, if any, do you give to the sons of dissenting parents?—Bible instruction, with the others, and special Bible instruction at the time the Church Catechism instruction is being given to the others.

14,507. By general Bible instruction, do you mean reading the Bible to them and explaining it?—Yes; Bible reading to and by them, and full commentary and explanation. A certain portion of Old and New Testament is taken each term. I take the whole senior school three mornings in a week, and the whole junior school the three other mornings, in what may be called a "Bible Lesson," Old and New Testament alternately.

14,508.—I think you said you found them come up very deficient in religious knowledge?—I think very deficient; that seems to me to be their chief defect. Generally, they appear to be very sharp, intelligent boys, able to learn very well, but not having had any good system of instruction, or possessing more than a small portion of real knowledge.

14,509. Do the Church boys know the Church Catechism generally? [illegible] portions of it; little bits here and there, specially the duty towards [illegible]y towards our neighbour, the "desire," &c.; very little con[illegible]wledge.

[illegible]ut in an intelligent manner?—No, I think not.

[illegible]*ord Lyttelton.*) Do you understand the restriction in the [illegible]n. that in teaching the Bible to the boys who do not

belong to the Church, you are to avoid any distinctive Church of England doctrine?—No, I have never so understood it, nor has it ever been so put before me by the governors. *Rev. A. Daymond.* 13th Mar. 1866.

14,512. You understand it to mean that you are to avoid certain specific formularies, and that is all?—Yes, that was the interpretation the governors put upon it.

14,513. (*Lord Taunton.*) I presume you consider it a matter of honour not to attempt anything in the nature of proselytism in your religious instruction?—Quite so; we have done nothing of the kind.

14,514. Do you think that with making use of a proper discretion in these matters a schoolmaster has any difficulty in giving religious instruction to a school, adhering to the rule which you have laid down?—I think not. I have never found any difficulty.

14,515. Are you yourself a clergyman of the Church of England?—Yes, ordained by the present Bishop of London, from St. Mark's College.

14,516. (*Lord Lyttelton.*) In fact you do not make any distinction between the boys when you teach the Bible?—Not the slightest, the teaching is the same to all; we only take these boys away from the general body on the two mornings when the Church Catechism and Liturgy are taught.

14,517. (*Mr. Acland.*) Will you state what denominations of dissenters you have had to deal with in the exceptional class?—I do not know whether I can tell you all. We have Independents, Baptists, and Unitarians, chiefly the former. Two Unitarian boys are the only boys who do not attend our chapel services.

14,518. Do you consider yourself bound in reading the Bible with those boys to take any particular course in the subjects in which they differ from the Church of England?—I have not done so. The understanding was very exact between the governors and myself, and has always been so explained by me to the parents, that if they come to the religious services and instruction, they would join in them just the same as the others, and that the only exception would be that they need not attend the distinctive Church of England teaching. The governors explained this to me at the meeting at which the point was discussed.

14,519. (*Dr. Temple.*) Will you state what is the general outline of your teaching; what are the subjects of instruction?—You will find them at page 8 of the prospectus: "The course of instruction comprises religious instruction, in accordance with the doctrines and practice of the Church of England; but special exemption from distinctive Church of England teaching and from Sunday attendance at the parish church or college chapel, is invariably granted to sons of dissenters upon application to the head master, the parents of such boys undertaking to provide for their care and management on the Sunday, to the satisfaction of the governors." (There are only two boys so exempted, and their parents live in the town; these are the two Unitarian boys, and their father comes for them every Sunday morning, and brings or sends them back in the evening.) "Secondly, the elements of English education, viz., reading, writing, spelling, and arithmetic. Some knowledge of each of these subjects is required upon admission, to ensure which a simple test examination is held. Thirdly, English grammar, composition, geography, and history. Fourthly, the elements of Latin." (The governors wished no more than that.) "Fifthly, French and German; both these languages are taught so as to enable the pupils, as much as possible, to speak as well as to write them. The French and German tutors as much as

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"possible speak their respective languages in their intercourse with "the boys. Sixthly, mathematics, giving a prominent place to sur- "veying and book-keeping. Seventhly, the elements of the natural "sciences. Eighthly, agricultural chemistry." (For that we have "a special master.) Ninthly, geometrical engineering, model and "architectural drawing. (For that also we have a special master.) "Tenthly, vocal music."

14,520. Will you be kind enough to say how far you go in the teaching of the elements of Latin?—The highest Latin class are now doing the sixth book of Cæsar and Arnold's Latin Prose Composition.

14,521. How many hours a week are the boys in school?—Seven hours a day.

14,522. Do you mean 42 hours a week?—Not quite that; seven hours a day four days in the week, and five hours on the two other days.

14,523. That is 38 hours?—Yes.

14,524. How many hours are given to the learning of the elements of Latin?—Four hours, including one hour of preparation.

14,525. Out of the 38?—Yes.

14,526. How far can you proceed in teaching them to speak and write French and German?—All the boys that we have at present came to us with no knowledge of German, and very little of French, so that as yet we have not done very much; but we make all the lessons bear upon that as much as possible, and we teach boys French and German for ordinary common things, and the elements of conversation side by side with the grammar.

14,527. Do you mean that you give lessons in other subjects in French?—No, we cannot do that yet.

14,528. What do you mean by saying "we make all the lessons "bear upon it?"—All the lessons in French and German bear upon speaking; we do not aim at teaching grammar and exercises only.

14,529. Have you any one boy who can speak French?—We have several boys who speak French fairly; that is, they could ask and answer questions in French, and have a very good knowledge of French words. Two or three boys had learnt a moderate amount of French before they came.

14,530. (*Mr. Forster.*) Had the boys you refer to any connexion with a French family in any way?—No; we have one boy from Paris, and of course I except him.

14,531. (*Lord Taunton.*) A French boy?—He was born in London but has lived in Paris to the time of his coming here.

14,532. (*Dr. Temple.*) How many hours a week do you give to French?—Six hours to the actual working of French and German, and the same time to the preparation of lessons in French and German.

14,533. (*Mr. Forster.*) How much to French by itself?—They are equally divided.

14,534. (*Dr. Temple.*) Does that mean six hours a week in the same sense in which you say that there are four hours a week given to Latin?—Yes, in the same sense.

14,535. How far can you take them in mathematics?—At present not very far, the most advanced boys are doing equations in algebra, and working through the first book of Euclid. We had only very few boys who professed to have done any Euclid before they came.

14,536. What amount of time do you give to mathematics?—Four hours of actual working of mathematics, and four hours of preparation.

14,537. As compared with six hours to French?—Yes.

14,538. How far can you take them in natural science?—We have,

as yet hardly done anything in that, having had no special master. We have now a chemical master who takes agricultural chemistry especially, and those subjects in addition; but we have, as yet, had so much work in the elementary subjects, that with the exception of connecting a little with the reading lessons, we have hardly been able to do any.

14,539. What elements have you begun with?—We have taken a little botany and natural philosophy, in separate lessons with the chemical master, and in connexion with the reading lessons, but at present a small amount. It is only within the last fortnight that we have had a chemical master; we have been waiting for one a long time.

14,540. As far as I can see the French and German seem to occupy the prominent position in the school, with the exception of mathematics?—Yes; the governors are very anxious that they should do so.

14,541. Do you think that the boys who have made most proficiency in French could, with ease, read a French newspaper?—Perhaps not with ease; they would find a great many new words in a newspaper, but they would have some general idea of it certainly.

14,542. (*Lord Lyttelton.*) They could read a French classical author better than a newspaper, perhaps?—Yes; we find our boys take to German rather more than to French.

14,543. Can you account for that?—I do not know; I myself think that perhaps it is easier. The grammar of course is harder, but the pronunciation is easier. They take to German very much, and evidently like it very much indeed.

14,544. (*Mr. Forster.*) Your school having only been at work for a year, you do not consider that in giving these answers you are giving an idea of what would be the average proficiency of the boys hereafter?—No, I merely speak upon my present experience.

14,545. What I mean is this; you have not had any number of boys who have had the education at your school which you expect individual boys would have?—No.

14,546. (*Dr. Temple.*) Are you satisfied with the effect which the French and German produce, considered as a means of education, and not merely as so much learning to be useful hereafter?—Yes, thoroughly; I think it helps the learning of English very much, and trains the boys in every way.

14,547. You are content with French and German for that purpose, in preference to Latin, for instance?—I do not know that. I should say that French and German are more useful for those boys. They will want French and German as languages, and I think the effects in training are about the same.

14,548. You think they are as good as with Latin?—I do.

14,549. (*Mr. Acland.*) You have had considerable experience in teaching Latin to boys of humble origin at St. Mark's?—Yes; that is, to boys of the middle class. We taught no Latin in the two junior divisions of the school, containing 450 boys.

14,550. And, therefore, you now give your answer with a recollection, comparatively, of what used to be done at St. Mark's and what is now being done in your present place?—Yes, I think the same is the case in both places. I noticed the same with the boys at St. Mark's, who gave a great deal of time to French. We did not teach German to them.

14,551. (*Dr. Temple.*) And you thought French as effectual a discipline for education as Latin?—Yes.

14,552. (*Mr. Forster.*) You have no objection, I suppose, to tell us what form of punishment you adopt?—No; indeed I have put that

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down as a point to speak of. We have, up to the last two months, had very little corporal punishment; in fact so little as to amount to an average of one stroke of the cane per cent. per day; but I have come to the conclusion to give that up. Every case was booked and recorded against a boy, and the mark for his conduct at the end of the term was modified by it.

14,553. What mode of punishment do you adopt?—We have now given up corporal punishment entirely, and have impositions, &c. Our strongest punishment is confining boys for a certain time within the college grounds, and in extreme cases within the building, where, however, there are open-air courtyards. We allow our boys two hours liberty every day to go outside the college grounds, and, under certain restrictions, to go where they please—into the town, if they wish to purchase anything, *but not to remain in it*, or for country walks, &c.; and keeping them in we find to be a most effectual punishment.

14,554. What staff of teachers have you for the boys?—Eleven masters, besides myself.

14,555. For how many boys?—Nominally, for 300. We shall have to reduce the number to 300, as we find 311 too many; the class rooms, and especially the dormitories, are too full.

14,556. How are the dormitories connected; have you many in one room?—There are three large dormitories, in which we put the younger boys. The senior boys we break up into small parties, and put into the smaller dormitories.

14,557. What do you mean by small dormitories?—The smallest dormitory that we have holds 15 boys; there are several that hold from 18 to 20; two that hold 34 boys each; and one that holds 62.

14,558. Would you put the one that holds 15 under the supervision of an older boy?—The senior boy in the dormitory is by virtue of that the monitor.

14,559. About how old is he?—His age would *average* from fourteen and a half upwards.

14,560. Do you adopt the principle of making use of the senior boys in helping you to maintain discipline?—Yes, very much. Every boy above 15 becomes at once a monitor, but he is not formally appointed.

14,561. Irrespective of his acquirements?—Yes; any boy above 15 is supposed to be a sort of general monitor. If anything were wrong among the junior boys, and I found an older boy standing by, I should turn to him at once and say, "Why did you let this go on?"

14,562. There must be some boys above 15 who cannot be trusted with that power?—When we find that we put them down from the monitorship. I had a case of one boy last week. That is about as severe a punishment as we have.

14,563. You find that the fact that they are so appointed, but that they would be dismissed from it by bad behaviour, is, in itself, good as a means of keeping up discipline?—Very good.

14,564. (*Dr. Temple.*) As to the more elementary part of the education; the reading, writing, spelling, and arithmetic. Will you in the first place state what you require on admission?—The power to read a simple reading book, the power certainly to write a boy's name, to do a very simple exercise in dictation, and to work a sum in one of the first four rules, just to show a little acquaintance with each. We have as yet been fortunate; we have had our boys tolerably well prepared in those three subjects. We admit as young as nine.

14,565. How much time in the lower part of your school do you give to each of those three—reading, writing, and arithmetic?—To arithmetic four and a half hours per week; to reading, as a distinct

subject, two and a half hours; to writing in copybooks three hours. This is exclusive of the reading and writing which comes in other lessons mixed with them.

14,566. What are the reading lessons generally; what kind of books?—We have various books; Constable's series, Nos. 2, 3, 4, 5, 6; Nelson's series, No. 9; Laurie's series, No. 5; Kings of England, (Parker); Dr. Smith's smaller History of England (Murray).

14,567. But they are ordinary reading books?—Yes, with the exception of the last.

14,568. You do not attempt to make the reading lessons a means of teaching something else besides the reading; you do not make them read history, for instance?—In the upper school we do, but not in the lower school as a rule, merely the upper form. In the upper school we used to teach reading almost entirely by the history books, but have since modified this arrangement. In each school we have a distinct set of reading books besides the history.

14,569. Geography is taught all over the school, I suppose?—Yes.

14,570. How is it taught; is it taught by books?—By books and atlases. Every boy has an atlas (McLeod's Middle Class Atlas), and a text book of geography, and geography is taught by them; the subject matter of course largely supplemented by *vivâ voce* teaching. Maps are prepared and worked with the master.

14,571. Do they read the text book, or are they supposed to read it out of school and then questioned on it?—Both; they get up a certain portion of it, read a certain portion of it, and there is a certain portion of *vivâ voce* instruction.

14,572. How do you teach your composition; do you give them essays to write?—The elder boys only, or, at all events, the upper boys. In the lower school the composition takes the form of abstract lessons, formal exercises, accounts of things, &c.

14,573. How do you begin with the elder boys to teach them composition?—We have no text book of composition, but each master forms his own exercises. They write letters, paraphrases, abstracts, and work "Morell's Analysis with Examples." We use "Jones' Essentials of Spelling" in the lower school, and combine composition with this. It is taught chiefly *vivâ voce* by the master and by exercises. The master will read an anecdote to a class of boys, and ask them to give him the substance of it from memory. This is done in both senior and junior school.

14,574. How often do you write exercises of this kind in the week?—Two or three times a week; sometimes in place of or with the dictation lesson.

14,575. How do you teach them English grammar?—In connexion with their reading in the upper school and with "Morell's Analysis." In the lower school we use Morell's little book, "The Essentials of English Grammar," a small 7*d.* book. That is used as a text book by the boys; it is learned by them, and the exercises worked, supplemented, and explained by the master. English grammar enters into almost all the literary subjects largely, into French and German.

14,576. When they read, are they required to parse what they read?—Yes, in the senior school as a rule, but in the lower school not always so. In the lower school we have to work mechanical reading more particularly.

14,577. (*Mr. Acland.*) With regard to the feeling of the agricultural parents as to this course of education, will you give us your experience?—They seem to like it very well; we have had very few objections, and those chiefly from one or two small farmers who object

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to the French and German; they think that the time spent in learning these is wasted for their boys.

14,578. What is the scale of rental or acreage generally?—I can hardly give you that; some of our boys' parents are very large farmers, and some quite small.

14,579. Do you find any desire on the part of the parents for something bearing more immediately on their occupation in life, or do you find them on the whole of opinion, that a good general education is best in school, leaving practical experience to teach them business?—I think the latter, so far as I can say. I know that they are very anxious we should teach them something of agricultural chemistry as a special subject for boys in the last year of their work, but until that time I think they are desirous that we should give quite a general education. We have only been at work a year.

14,580. Have you observed any change of opinion on that subject among farmers within the last few years?—I have not had very much experience of farmers, but, so far as my experience goes, I think I have noticed this.

14,581. I think you have been present at some meetings of the Farmer's Club?—I was present at one, held at the Caledonian Hotel in the Adelphi, in the early part of last year.

14,582. Will you state, generally, what happened there. I believe Mr. Edmunds gave a lecture, and, if I remember right, you afterwards explained the nature of the education which you thought suited to the farming classes?—Yes, that is, I sketched the kind of education we thought of giving as being in the judgment of the governors and myself suitable.

14,583. I believe you sketched out at that meeting some such scheme of education as you have now explained to the Commission?—Yes, I gave an abstract of our prospectus.

14,584. Was there any particular difference between what you then expressed and what you have since put in practice?—No.

14,585. How was that suggestion on your part received?—Very well indeed.

14,586. Did any considerable number of persons come to you afterwards to give you their opinion?—Yes, several. I spoke of the desirability of making the education of our college, and of all colleges of the same kind, of a thorough and practical nature, and of the necessity of general education, as opposed to special or scientific education. I said a man must have a general education up to a certain point in order that you may add a special education. "We cannot," I said, "take a man who has had no general education, and give him a special "and scientific education," and, I said, the prospectus, therefore, lays down so and so.

14,587. Are you of opinion that the amount of time devoted to mathematics is quite enough?—Our mathematics at present are very simple, they comprise only arithmetic, and the very elements of algebra and Euclid; as the boys get more advanced we shall have to increase the time.

14,588. Do you think it desirable in teaching boys to begin first with language?—I think so.

14,589. Do you contemplate after a boy has been in the school three or four years that, with a view to the business of middle class life, the amount of mathematics should be increased?—I think so.

14,590. Have you formed any decided opinion as to the educational effect of physical science, either from your experience where you now are, or from any other experience?—I have not had opportunities of

forming experience up to the present time, and we are only just commencing it now.

14,591. Had you not some experience at St. Mark's of the effect of physical science teaching?—Not very much; it was taught in the college some years ago, before the standard of the council office was altered. It was taught to us as students very thoroughly, but of late years it has been almost discontinued, except as a specialty.

14,592. With regard to the teaching of a small modicum of Latin, such as you have explained to us, are you of opinion that it is very important?—I think that, so far as it goes, it does a great amount of good. I do not think we could leave it out without losing a very great deal.

14,593. Do you teach Latin in the same way, with reference to the irregular verbs and forms, as you would if you were preparing a boy to go to college?—No; we do not.

14,594. Can you explain in what respect you make any difference, and why?—We try to put more into a given time, into our short time, for instance, than we should in such a case as that. We do not teach the grammar simply, but composition and the study of an author; and our instruction in Latin, I think we may say, is more general, not perhaps so sound, certainly not so minute, as if we had the opportunity of teaching a boy for several years.

14,595. Do you attend more to the general syntax than to the *minutiæ* of the accidence?—Yes.

14,596. Are you of opinion, from long experience, that Latin may be so taught with advantage, and that it is not true to say, that unless the elementary details of the accidence are thoroughly well laid the Latin is absolutely useless?—I am decidedly.

14,597. With a direct bearing on the English language?—I think so. I have found it so.

14,598. How many years experience have you had of the teaching of elementary Latin with boys of the humbler and lower middle class?—14 or 15 years; but not to the humbler class, to the upper and lower middle class. The division of our school at St. Mark's College to which we taught Latin comprised boys of upper and lower middle class, many of the former.

14,599. (*Dr. Storrar.*) I presume that most of your instruction in Latin is given with a view to its being tributary to the more thorough knowledge of English than could otherwise be obtained?—Yes, chiefly.

14,600. Are your French and German teachers natives of France and Germany, or are they English?—They are natives of France and Germany.

14,601. Do you find that native teachers succeed as well as English teachers in bringing to bear the illustration of French and German languages upon English?—No, I do not. I think we lose there, but we gain in the actual language itself, and in the pronunciation.

14,602. Perhaps, therefore, you may be of opinion that, at any rate, in the early instruction given in French and German, it might be of advantage to have it given by an Englishman?—I think so, and we do so in our college. The English masters teach the elementary, and, indeed, the advanced classes, as well as the French and German masters. Each of our English masters, for instance, takes a French and German class. The French and German masters supplement all [illegible]aching. The elements of our grammar are taught by English [illegible] The French and German masters take the first and second cla[illegible]ntirely, and the other classes once a week, supplementing the instr[illegible]on given by the English masters.

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14,603. So that the defect which you would naturally expect from having natives is supplied by the English masters?—Yes.

14,604. What particular qualifications do you seek in your ordinary English masters?—Chiefly power of teaching. I may say that five of our English masters came with me from St. Mark's. They are men whom I have known for years, and also were elected unanimously by the governors as being well known to myself. The others we got by advertisement. We seek nothing more than a knowledge of either French or German and Latin, and a thorough power of teaching English.

14,605. Practically, have you found the teaching efficient?—Very good indeed.

14,606. What are the qualifications of the master whose services you have just retained to teach agricultural chemistry; is he limited to agricultural chemistry, or does he take in the whole field of chemical science?—He teaches chiefly agricultural chemistry. He will teach the elements of the natural sciences; but the idea of the governors is that he shall take chiefly agricultural chemistry, and that there shall be a few acres of ground hired near the college, to which he can take the boys and give them some practical instruction.

14,607. Has this master had any special preparation for this pursuit?—He comes from the University of Fribourg, and has got a doctor's degree from there; he is Dr. Julius Maier. He is a young man, but has taken his doctor's degree, I think solely for chemistry. He comes to us through Dr. Voelcker.

14,608. (*Lord Taunton.*) Is he a German?—Yes.

14,609. (*Dr. Storrar.*) Have you at all attempted in the school to introduce any instruction in what is commonly called social science, or what is, perhaps, better known to you as political economy?—No, we have not. I know Mr. William Ellis very well, and at St. Mark's I had a considerable amount of intercourse with him. He gave a set of lessons to a large class taken from the upper school. There are some lessons in the reading books which bear very much upon that. We take them with the others, but have not as yet taught anything of the kind specially. I have thought of getting one of Mr. Ellis' books as a text book in the college, and working it with the boys. I like his books very much indeed.

14,610. (*Lord Taunton.*) Do you think well of that system of teaching what is called social science by Mr. Ellis' process?—I think in the hands of Mr. Ellis it is very good, but it requires a clever man like him, or may be very much spoilt.

14,611. (*Dr. Storrar.*) Is the sanitary condition of your school good?—Yes, very good. The building is on the top of a hill.

14,612. You do not find the air too bleak?—It is very bleak. The lower corridors are very cold in winter. We keep the doors shut as much as possible in winter time, and now, by order of the governors, they have been permanently fastened.

14,613. Is it consistent with your own experience that while on the one hand a bracing air may be very useful for robust children, it may be very trying for delicate children?—Yes, it is so. We have some such children in the college; they are very well in summer, but this winter have suffered from rheumatism.

14,614. With regard to diet, the object of the proprietors is to furnish a good education and board on very moderate terms. I should therefore be glad if you could give us a sketch of the dietary?—Our dietary I think is very good. For breakfast our boys have bread and butter

lator inside. The tea is made in the urn itself, so that we have no "copper" tea. It is really very good. We use it in the proportion of an ounce to every six boys, which we find makes very good tea, indeed. They have as much of that, and of good bread and butter, as they like.

14,615. Much milk?—Plenty of milk and sugar with it. We use about 25 gallons of milk a day. They have as much of that and bread and butter (not cut too thick and very fairly buttered) as they like. At 1 they dine; they always have either soup and meat or meat and pudding; potatoes, bread, and beer. Nominally we have never stinted the beer, but the head man-servant would not give it injudiciously. We have not as yet had any case of a boy wanting too much. We have very good beer brewed in the town for us.

14,616. (*Mr. Acland.*) At how much a gallon?—A little less than ninepence. Our parents say our boys live very well; some say too well, better than they live at home. At half-past 4 they come into the dining hall, and those who like can have a piece of bread and butter, and a mug of pure milk.

14,617. What quantity of milk?—They are half-pint mugs; they might have more than a mug full if they liked; we always have enough milk. They have tea at half-past 6 the same as breakfast, bread and butter and tea; and then, after private study at night before prayers, all the bread and butter that has been cut in the day and left, and all the milk that is left, is brought into the dining hall, and three or four cans of beer for the older boys. Every boy above 15 can have a mug of beer, or if below that milk and bread and butter. We eat and drink up all that is cut and left in the day, so that we never have any waste.

14,618. You find the boys have no objection to that arrangement?—None at all.

14,619. (*Dr. Storrar.*) You have ample lavatories, I presume?—Very good ones indeed.

14,620. Hot and cold water?—No; that is to come by and by, together with the warming of the corridors. The boys do all their washing there in the dormitory corridors, which are covered with cocoa matting; and, practically, we have not found any inconvenience. We always insist upon every boy taking his shirt off before he washes. There are feet washing troughs in the lavatories; every boy washes his feet once a week, and has a full bath once a fortnight. There are hot baths in the building.

14,621. You have ample accommodation for play?—Yes, we have 15 acres of ground.

14,622. Have you a place where the boys can play in wet weather?—No; the plans for such a building are before the governors. It will consist of a kind of shed, built entirely along the eastern side of the playground, with a sloping roof; the timbers being made strong enough to allow of gymnastic exercises.

14,623. With regard to your sleeping wards, have you a great number of boys in one room?—We have one with as many as 62 boys.

14,624. Do you remember what the dimensions are?—It is 74 feet long by 32 feet wide and 18 feet high. The boys sleeping there are all small, amongst the youngest. Then we have taken the 34 youngest boys in the college and put them into a separate dormitory by themselves, providing a nurse specially for them to superintend the washing of their heads, &c., and all their personal arrangements.

14,625. Have you a sick ward?—We have a temporary sick ward at present, and plans for an extensive sick ward are now before the governors.

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14,626. It is within the scope of your arrangements?—Yes; we shall, I hope, have one detached from the building. At present we have one of the dormitories shut off from the rest of the college by partitions. This we use for slight cases; for graver cases we make use of an infirmary outside the town. The nurse who looks after the younger boys also takes care of the sick boys if there be any.

14,627. There is no part of your education conducted by women?—No.

14,628. (*Mr. Acland.*) Does the sum of 25*l.* a year include anything in the way of interest on money sunk in buildings, or does it presume that the building is already provided by some other source?—It presumes that the building is already provided. The whole amount of money required for building and furnishing is paid, with the exception of about 1,800*l.* The capital account has now been merged in the establishment account. We have made a profit as yet on each term.

14,629. Then from what source are these new buildings which you speak of, the sick ward and others, provided?—I imagine that these will form the subject of a special subscription.

14,630. So that in fact we may consider that the 25*l.* a year does mainly go in the maintenance of the boys and the expense of their education?—Yes, distinctly.

14,631. Can you distinguish how much goes for board and comforts, and how much goes in direct payment of education?—The boys cost us on an average about 12*l.* a year each for actual board and lodging and house expenses, washing included; and for tuition, for wages and salaries, including servants, as nearly as possible 8*l.* a year. That leaves us 5*l.* upon each for wear and tear, renewal of furniture, rates and taxes, gas and fuel, and incidental expenses.

14,632. You have put wages and salaries in one lump; could you distinguish how much goes for actual salaries of those who are engaged in tuition?—As nearly as possible four-fifths.

14,633. Are you of opinion that the amount of money available for the actual payment of teachers is sufficient for the permanent conduct of such an establishment?—No; our salaries at present are small. The first thing the governors would do with any surplus after the capital account is clear, would be to increase the salaries, at least this is the opinion of some of them.

14,634. What is your salary?—300*l.*

14,635. Have you a house?—Yes.

14,636. What are the other salaries?—150*l.*, 130*l.*, 100*l.*, 90*l.*, 80*l.*, two of 75*l.*, two of 70*l.*, the German and chemistry master, 90*l.*, and the drawing master 100*l.*

14,637. The total number of the staff being, how many?—Twelve.

14,638. Is that in your opinion sufficient for the number of boys?—I think so; sufficient for 300, but not more.

14,639. (*Lord Taunton.*) Have you directed your attention to the question of the desirability or otherwise of a system of certificates and registration of teachers?—Not particularly.

14,640. Have you any opinion upon that subject which you would wish to give to the Commission?—I think the effect of it would be very good. One weak point of middle-class education at present seems to me to be the want of preparation and training of the teachers.

14,641. Would you have a system of training specially adapted for them, or would you content yourself with a system such as certificates?—I almost think the system of certificates would answer with one or two extra subjects, with a good knowledge of French and German for instance, added to the present curriculum. Our best teachers at the

college are the men who came with me from St. Mark's, and who are certificated.

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14,642. Can you suggest any plan by which certificates might be given in a manner that would inspire confidence?—You mean to the teachers?

14,643. Yes.—I do not know that I can, except it is upon examination.

14,644. In what body would you propose to vest that examination?—Do you think it would be best placed in the hands of the Government, that is, of the State, or in the hands of the universities, or in whose hands?—I should almost think in the hands of the State; we should get the same good effects in middle-class education that we have already got in national school education.

14,645. There is this difference, is there not, that in the case of the national education the State supplies the money, and that has not been hitherto, at any rate, the case with regard to middle-class education? Do you think a system of certificates superintended by the State, would be acceptable without any aid being given in money?—I cannot say. I should think very likely not, but that same objection would not apply to the universities.

14,646. Would you render the system of certificates and registration, if established, compulsory, so that nobody should be allowed to practise the profession of a teacher without it, or would you render it permissive so as to induce the public to require a certificate before they trusted their children to a middle-class teacher?—I think permissive, and I think the effect would be that the public would require it before trusting their children to teachers.

14,647. With regard to examination, do you think it would be well to establish any system of the same kind with regard to middle-class schools that were not endowed, or which are not grammar schools, either of a compulsory or permissive kind?—I think permissive, certainly. Examinations of that sort are almost certain to do good.

14,648. Are you a university man yourself?—I am not.

14,649. I believe at present there is a permissive system established by the University of Cambridge?—That I think ought to be made a strong point in every middle-class school. I hope in my own college to make it so; to send a considerable number of boys to the Oxford and Cambridge local examinations.

14,650. Do you think there should be an inspection and examination of the school from without?—I think so; decidedly from without.

14,651. And by some independent authority which would be unsuspected of any leaning towards favouritism?—Yes; I have asked our governors to give us that at the end of next term.

14,652. Where do you propose to go for such an examination?—I have advised them to apply to Oxford or Cambridge, to get a good examiner from one of the universities. I think it is most essential to have examinations from without to give the public confidence, if the working of the place be ever so good. We have an examination of our own at the end of each term; we work all the subjects very carefully, draw up a list in order of merit, and send a printed copy of this to every parent; but we have always said that in the summer we shall have an examination from without.

14,653. (*Mr. Acland.*) You are perhaps aware that West Buckland has been made a centre of the local examinations?—Yes.

14,654. Have you considered the question of making Framlingham a centre?—I brought it before the governors at the last two meetings, but it stands postponed till the next meeting. They have had a great

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deal to do lately, and wish to postpone the question to a meeting at which they are comparatively free, in order to discuss the question fully Ipswich, I think, has been for some time made a centre in our district Norwich is now the centre for Cambridge.

14,655. (*Lord Lyttelton.*) You do not consider that masters who have been expensively trained at the cost of the Government could, as a general system, be employed for the teaching of the middle classes?—No; those masters who went with me had served their two years at St. Mark's. I declined to take two or three men who had not done so. I stipulated that every man should have served his full two years.

14,656. You mean they had given their *quid pro quo* to Government?—So far as their two years' service amounted to that.

14,657. As a general system, you could not look to Government aid to obtain trained masters for the middle classes?—No, it would not be fair.

14,658. Would you have a registered public list of masters who had obtained such certificates as you speak of from the universities?—I think it would be advisable.

14,659. So that everybody might know who had a certificate and who had not?—Yes.

14,660. (*Mr. Acland.*) Have you any masters in your school who have been trained under private commercial schoolmasters?—We have one from the commercial school at Norwich.

14,661. (*Dean of Chichester.*) At St. Mark's you have an examination in Latin, have you not?—We teach Latin, but not to any great extent.

14,662. For the etymology, I suppose?—Yes, chiefly.

14,663. (*Lord Lyttelton.*) Do you think there is any probability with the increased interest on the subject of the education of the middle classes, that situations will offer themselves hereafter so attractive in point of income and social position, that the sons of farmers and others of the middle classes receiving a general education might select the profession of a schoolmaster for their permanent occupation?—I am hardly prepared to say. I should be doubtful on the point.

14,664. (*Dr. Storrar.*) Do you think you could look forward to a time when your own school would furnish the means of training masters?—It would give practical training to them. We might not be able to train them theoretically. It would give them, at all events, the training of a field of work, in which they would get to know exactly what the line of work was. Something of that kind is secured at Hurstpierpoint. They have several junior masters who go there for very small remuneration, and learn their work, and we might do the same.

14,665. (*Dean of Chichester.*) You spoke just now of the training colleges; do you think, speaking generally, they have done their work well?—I think wonderfully well.

14,666. And that the discontinuance of them would be a great loss to the country?—Well, they have in a great measure supplied the demand which they were created to supply.

14,667. (*Mr. Acland.*) If I understand you rightly, you think that we cannot look to the training schools for national schoolmasters as a permanent source of supply for masters of the middle classes, and you also do not think it desirable to establish a normal school for the middle classes only; must we not, therefore, look to the best of the middle-class colleges, either directly or indirectly, for the supply of teachers, or is there any other source to which you would look?—I think we must

look to this chiefly. I do not know of any source so good as the establishment of training colleges. Next to that would come the actual work in middle-class schools. *Rev. A. Daymond.* 13th Mar. 1866.

14,668. You think it would be most desirable, if it could be accomplished, to have a college not connected with the Government system, for the education of the poor, in which there should be opportunities for young men to learn the art of teaching with a direct aim to employment as schoolmasters for the middle classes?—Yes.

14,669. Can you suggest how such an institution could be founded; must it not in fact start by being a school something like what you are the head of for the teaching of middle-class boys?—Yes, I apprehend it would so commence.

14,670. Do you attach great importance to the teaching of what is called method, as distinct from knowledge?—No, I do not. A man who is naturally clever and "apt to teach" may very much improve his teaching by study of the best methods, but it may be much overdone.

14,671. Supposing a young man to be soundly and generally educated, in how short a time do you think after he commences the duties of a responsible teacher he ought to become a teacher, if he is ever likely to become so?—I think his first year would teach him the general line of his work, the details he will get by experience.

14,672. And that without special training in method?—I think so. He would be all the better for that of course, but, if he were a man of intelligence to begin with, a year's actual experience would teach him his work very fairly at all events.

14,673. Do I understand you to come to this conclusion at the end of a considerable experience both of actual education of young men intended for masters and of attempts to teach them the art of teaching, that you think that latter branch of the subject has been perhaps a little over estimated, and that we might rely in the main on men soundly educated to become sound teachers?—I think so, most decidedly. I have always thought so, at St. Mark's. The men whose heads are most full of systems of teaching are not the men who make the best masters.

14,674. I think the main principle on which St. Mark's was founded was that a model school, or what was then called a normal school, was not so important as a college giving two or three years real education as the basis of a subsequent trained master?—Yes, it was so. Mr. Coleridge held this view strongly.

14,675. And your opinion then is that the result has justified that general opinion?—Yes, I think so.

14,676. (*Lord Taunton.*) Is there anything that you wish to add to the information that you have already given?—I should like to say a word on the subject of corporal punishment. I think there is a special touchiness, if one may say so, in the minds of the parents of middle-class boys, and a peculiar repugnance to corporal punishment. They do not seem to care much whether the amount is great or small; it is the thing itself they do not like. I think it is very important in middle-class education to try and find out every possible mode of punishing without resorting to this.

14,677. Do you think there is a greater tenderness on that point in the middle classes than in the higher classes?—I think so, certainly; this is one main result of my year's experience. I find that to be very strongly the case here, but I saw nothing of the kind at Eton.

14,678. (*Lord Lyttelton.*) With regard to their previous education, do I understand that you think the education of the middle classes, as

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far as you see it, is rather defective in the mode in which it is conveyed than in the subjects that they profess to teach?—I think so; there is a want of thoroughness, a dabbling in a great many subjects, and a good knowledge in very few.

14,679. (*Lord Taunton.*) Is there anything else you wish to say?—I should like to say that I have as yet found no difficulty whatever in the combination of the different classes. We have what may be called gentlemen's sons, the sons of surgeons, of clergymen, of large farmers, and small farmers; they work together, and live together most harmoniously. We have not as yet found the slightest difficulty. I thought it might be desirable to say that as in some way answering the point whether it be possible to combine these several elements. I think it is quite possible.

14,680. (*Lord Lyttelton.*) The education in fact being the same for all?—The same for all. I think that in middle-class education (besides the point of corporal punishment), it is essential to make the life as much family life as possible. That is what I have tried to make a point in our college. Middle-class boys have of course a good experience of the comforts of home, and a very strong family feeling about them. I think they want dealing with as members of one large family, and the more the master can be the parent and carry out all the arrangements of a fairly good middle-class family throughout the system, especially in his own dealings with the boys and his own influence over them, the better.

14,681. (*Lord Taunton.*) Do you think the influence of a public school is useful, upon boys of the middle classes as far as you have observed?—I think so.

14,682. You think the absence from home for a certain period, and being at a public school and in communication with other boys, is a positive good?—I think so, strongly.

14,683. (*Lord Lyttelton.*) Whatever the advantages of a boarding school as distinguished from a day school are, you think that they are as applicable, if not more applicable, to the middle class than to the upper class?—Quite as applicable, certainly.

14,684. (*Lord Taunton.*) We have been informed that in particular localities the principle of combining an education for boys of the middle classes and engrafting it upon the present national schools has worked successfully; do you believe that principle would be capable of a wide application?—Yes, I do.

14,685. In the instances that we have had, I think it has appeared that very special care has been taken by the clergymen of the parish or some one else in this respect. Do you believe that unless a degree of care with regard to these things could be found which would perhaps scarcely be generally expected, it would be possible, as a national system, at all to rely upon that amalgamation?—If so, it would be to a very limited extent. I am hardly prepared to say how far.

14,686. (*Mr. Acland.*) It is stated that there is great objection in the country places to the combination of farmers' sons with other boys in the national schools. Do you not think that is frequently the case?—I think it is. I cannot answer you from any experience of that kind at Framlingham; but there is no doubt that there is a certain amount of that feeling.

14,687. In contemplating, as I understand you to do, from your answer to the chairman, the expansion of such a system of combination in country schools, do you think that the prejudice against the combination on the part of the farmers would tend to melt away if they themselves became more interested in education?—I think so.

14,688. Such a combination, I presume, would apply to the case of little boys, where the fathers did not think it advisable to have a private tutor in his own family, and would meet the case of boys between the age of seven and the age of admission to Framlingham; it would chiefly apply to that period?—Yes.

14,689. In the combination of various classes in your own college may not the case arise of a boy exhibiting considerable capabilities for the higher kinds of liberal education, who might therefore wish his education to be so conducted that he might, if he could, obtain an exhibition, or by any other means go to the universities. Does your system admit of that progressive rise?—Yes, in a measure. He would get Latin, for instance, with us as part of the ordinary course, and would be enabled to learn Greek as an extra subject. We have provided for extra subjects as the wish for them has arisen, such as the study of the pianoforte and dancing; we have also a class for Greek (but there are not more than eight boys in it). Such a boy would gain a very fair amount of Latin in the ordinary course of his college work, provided he stayed long enough; I may say a very good knowledge, and (as an extra subject) Greek simultaneously with his Latin.

14,690. Do you contemplate that as your college goes on the sons of professional men, desirous of getting at a reduced cost the earlier stage of a high education, might do so?—I think so.

14,691. Would not that have a tendency to raise the whole scale of your college and to turn it away from its primary object?—Yes, but the governors have a decided check upon all admissions, and I do not think there is the slightest fear of their allowing such boys to come; in any considerable numbers, at all events.

Mr. WILLIAM BARHAM called in and examined.

14,692. (*Lord Taunton.*) Are you a tradesman living in Lambeth?—Yes.

14,693. Have you resided there for some time?—Yes, for some years now.

14,694. You are, I believe, the father of a family?—Yes.

14,695. How many sons have you got?—Three living.

14,696. What are their ages?—The eldest one is 14, the second is 11, and the third is about 7 or 8.

14,697. You have probably been led to consider the best means of affording them a suitable education?—Yes.

14,698. What course have you pursued in that respect; what have you done in regard to them?—I have generally sent them to a church of England school; that is the principal thing I have done.

14,699. Do you mean to a national school?—No; I have always paid for them; to such a school as Mr. Gregory's.

14,700. Mr. Gregory is, I believe, a clergyman living in Lambeth?—Yes.

14,701. He keeps a school?—I do not know whether he keeps the school or not, he superintends the school.

14,702. Is he the clergyman of the parish?—Yes.

14,703. I believe it is a middle-class school engrafted on a national school?—There is no doubt it is a middle-class school.

14,704. What may I ask is the rate of payment?—One shilling a week or ten shillings a quarter.

14,705. Do you consider that a reasonable rate of payment?—I consider it sufficient.

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14,706. Are you satisfied with the education your boys got at this school?—No; I do not feel satisfied with it.

14,707. What was the nature of the education, what were the subjects taught there?—Reading, writing, arithmetic, geography, and grammar.

14,708. By grammar do you mean English grammar?—Yes.

14,709. Was any Latin taught there?—I think not.

14,710. Any modern languages, French or German?—I believe so, by extra pay.

14,711. Was arithmetic and the English language taught in a satisfactory manner in your opinion?—Yes, pretty well.

14,712. Is this a school which is extensively used by the tradesmen?—There's no doubt of that, there are above 100 boys there.

14,713. (*Lord Lyttelton.*) One hundred tradesmen's sons?—Yes, generally tradesmen's sons.

14,714. (*Lord Taunton.*) Is it under the same building as the national school?—No; there are two distinct places, the first is termed the school of art; that has been built of late years and is what they call the upper school. The charge is 1*s.* or 9*d.* a week and 10*s.* or 7*s.* 6*d.* a quarter. The lower schools, which have been established a few years, are in Prince's Road where Mr. Griffiths' church is, they there pay 4*d.* and 6*d.* a week, they are a lower grade, more of a working class; where my children go, they are more the tradesman class.

14,715. I believe since that you have sent one or more of your boys to another school?—I have.

14,716. What school is that?—St. Saviour's, at Shoreham.

14,717. That is one of Mr. Woodard's schools?—Yes.

14,718. Did you send one or two boys to that school?—One.

14,719. How long has he been there?—About six months.

14,720. That is a boarding school?—Yes.

14,721. What do you pay there?—On the circular it was 14*l.* a year.

14,722. Did you go and look at the school?—I have not been down there; my wife has; she of course went down, and she approved of it.

14,723. Have any of your neighbours and friends sent children to that school?—Yes, some of them.

14,724. From what you have seen and heard of the school, do you believe that it is a satisfactory and good education for your son and for the sons of other persons similarly circumstanced to yourself?—Yes, I think so; I think they have a better opportunity of learning, being altogether, and being confined solely to the place.

14,725. I suppose from your answer that there is an advantage in a boy getting away from home for a certain time and having a sort of public school education with other boys?—Yes, that is the reason I sent my boy away. I have not yet had much opportunity of judging.

14,726. Are you disposed to think that, for the sons of tradesmen, there is a want of the means to give their sons a good education at a reasonable cost at present?—I think so; I do not think education is so cheap as it was 30 years ago.

14,727. Why do you say that? What means were there 30 years ago, in your opinion, which do not now exist?—I do not know whether these schools become endowed by the Government now, but in the charity schools the working man's children used to be brought up, and they used to have a very good education from those schools for nought.

14,728. Were you yourself educated at one of those schools?—No, I was not. I was educated at a private school.

14,729. (*Mr. Acland.*) A commercial school?—Yes.

14,730. At what rate of payment?—At 1*s.* a week; but I left school young. I left school at 10 years of age.

14,731. (*Lord Taunton.*) What is the sort of subjects which you think the sons of tradesmen ought to learn at a school? I presume you would teach them English grammar, reading, writing, and arithmetic?—Yes.

14,732. What would you give them beyond that? Would you teach them mathematics?—They ought to know French, according to the present day.

14,733. (*Mr. Acland.*) Why do you attach so much importance to French?—Because I think we get amalgamated with France so much.

14,734. Would you teach them a little Latin, or not?—It would be very serviceable if they would learn it.

14,735. (*Lord Lyttelton.*) For what object would you have them learn Latin?—I think it is useful in many things.

14,736. (*Mr. Acland.*) Is it for the sake of knowing the Latin, or for the sake of making them more sharp and intelligent?—For the sake of making them more sharp and intelligent. I do not think Latin is useful in our business, the building business, but they do not all feel disposed to follow the building business.

14,737. (*Lord Lyttelton.*) Do you think it helps them to learn their own tongue?—It might do so.

14,738. (*Mr. Acland.*) Do you see much difference among the sons of tradesmen who have learned a little Latin and those who have not?—Yes, I do.

14,739. Which get on best?—I think those who have learned a little Latin.

14,740. (*Lord Taunton.*) Do you think they ought to know the history and literature of their own country?—Yes, certainly.

14,741. These things, I presume, are taught in Mr. Woodard's school?—I believe so.

14,742. (*Mr. Acland.*) Looking at your own trade and that of other building trades, do you attach much importance to learning geometry or mathematics?—Certainly.

14,743. Why?—Because it is of great assistance in our business.

14,744. Is it a thing which the more intelligent working men are very fond of following up afterwards?—Yes; if a man becomes a tradesman and he knows geometry or mensuration it leads him up to higher positions.

14,745. Is it a subject which intelligent mechanics are very fond of going on with afterwards?—Very fond of, generally.

14,746. Do you think it a great advantage for that purpose to have learned Euclid, as a boy, to enable them to get on afterwards?—I should consider it so.

14,747. Have you noticed that amongst other workmen?—Yes, I have seen it.

14,748. (*Lord Taunton.*) Do you think it would be well that they should learn the elements of natural history and a little chemistry, and so on?—It all depends on what they are going to follow. I do not think chemistry is useful in the building trade, but geometry is.

14,749. How late would you wish a son of yours to remain at school?—I should like him to keep at school till 16.

14,750. (*Mr. Acland.*) Even if he was going to follow your trade?—Yes.

14,751. (*Lord Lyttelton.*) How did you hear of this school at Shoreham?—By attending one of the meetings of Mr. Woodard's.

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14,752. Do you think the existence of his school is much known among the people of your class in your part of London?—No, I do not think it is; I think it ought to be more known than it is.

14,753. Do you think, generally, if they had a good school in a good situation, within a convenient distance of London, they would be glad to send their boys to it?—I think so.

14,754. You said the expense was 14*l.* a year?—Yes, it comes to more than that.

14,755. Is 14*l.* the nominal charge?—Yes, that is the charge.

14,756. What is there besides?—The extras for last quarter came to 6*l.*; it came altogether to 24*l.* a year but then there was a little clothing with it, because it seems right that they should keep them respectable, and when they tear their clothes, or want others, they order them to be made.

14,757. Do you reckon in that the expense of the journey?—No.

14,758. If you take that at 24*l.* a year, do you think many tradesmen of about your class in London would be found willing to pay that for a good education?—No, it is almost too much money I fancy.

14,759. How much do you think on an average they would be willing to pay?—I should think about 20*l.* a year.

14,760. What do you yourself pay a week for the education of your children?—I think about 13*s.* a week.

14,761. Does that include maintenance?—Yes; for instance I pay down 24*l.* a year for the school at Shoreham; then I have two girls, for one I pay 1*s.* and another 8*d.*, and one boy for whom I pay 1*s.*, so that there is an average of about 13*s.* or 13*s.* 6*d.* a week.

14,762. Where do the girls go to school?—They go to private schools.

14,763. Can you get good private schools for them?—I pay 1*s.* or 1*s.* 2*d.* a week on an average for one girl.

14,764. And are they good schools, do they get on well there?—I like a private school best for girls.

14,765. Are they in your neighbourhood?—Yes.

14,766. Day schools?—Day schools.

14,767. What is the course of their studies?—Reading, writing, arithmetic, and grammar, geography, and plain and fancy needlework.

14,768. Are they kept by a mistress or a master?—By a mistress.

14,769. What is the number of girls there?—I think from about 25 to 30.

14,770. A small private school?—Yes; I prefer it to the larger one.

14,771. (*Lord Taunton.*) In the case of girls would you prefer day schools and the girls living with you, rather than let them go to boarding schools?—I do not know that there is that difference: I could not answer that question nicely because I have not sent any of them away.

14,772. You said that in the case of boys you thought that there was a positive advantage in sending them away from home?—Yes.

14,773. Do you think the same motives would apply in the case of the girls?—I think I do.

14,774. (*Lord Lyttelton.*) Do you prefer small schools for girls?—Yes; I sent my girls, some few years ago when it first opened, to the school which is established at Stockwell, the juvenile school there.

14,775. (*Mr. Acland.*) What was the size of that school?—I think there are 200 or 300 girls. It is called Stockwell college.

14,776. Did you take your girls away from that school?—Yes.

14,777. Will you tell us why?—Small girls and large girls get amalgamated and they learned too much from other girls, they ought to be

of one age as nearly as possible to be educated together, they ought to be classed out.

14,778. (*Lord Lyttelton.*) You are content that your boys, if they are to go to your own trade, should be kept at school, having a general education, till they are 15 or 16?—Yes.

14,779. Putting off the learning of your own trade entirely till after that time?—Yes.

14,780. You think that is the best thing to do?—Yes.

14,781. You said you thought that when you were a boy the education was cheaper; but do you think that the education which your boy gets at Shoreham is a better education than could be got when you were a boy?—Yes, I think so; but I have not had much opportunity of proving it.

14,782. Your other two boys go to Mr. Gregory's school?—One does, the other has started out in life, he would not go to school any longer than 14.

14,783. Does the one who goes to Mr. Gregory's school learn Latin?—He is in a junior class, he is young yet, between 7 and 8.

14,784. But Latin is a part of the course in that school?—Yes.

14,785. What do you think, in the minds of your neighbours and yourself, is the sort of religious instruction which they wish their boys to have?—Do you mean, generally speaking, the neighbourhood that I reside in?

14,786. Those of your class generally, what is the religious instruction which they wish for their boys, is it that of the Church of England?—I believe so, I follow the Church of England myself.

14,787. Do you think it is a point they attach much importance to, that they should have regular religious instruction in their schools?—I think it is requisite myself.

14,788. (*Mr. Acland.*) Is that the general opinion of those whom you come across in business?—I think so.

14,789. Do you think they care about it?—Yes.

14,790. (*Dr. Temple.*) You said you were not quite satisfied with the school where your boy went, where you paid 10*s.* a quarter or 1*s.* a week; can you state what you think deficient there?—If there is anything that is deficient it is in this way. I consider that when they are in the junior classes the parties are not competent enough to rule boys; the head-master is, of course, an efficient man, but the under-masters, or whatever they may be termed, I do not think are manhood enough to teach the boys.

14,791. It is not that you find any fault with the course of instruction?—No, I do not find any fault with that.

14,792. (*Dean of Chichester.*) Do they not charge for books at Shoreham?—Yes.

14,793. That was included in the 6*l.*?—Yes.

14,794. The endowed schools which you were at still exist, do they not?—I think not, I think they come under the government regulations. I went to a private school, but I knew of these endowed schools.

14,795. The education was there given gratuitously?—Yes, and I fancy they had a better education than I received for 1*s.* a week.

Wednesday, 14th March 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Rev. R. Gregory. — 14th Mar. 1866.

The Rev. ROBERT GREGORY called in and examined.

14,796. (*Lord Taunton.*) I believe you are the incumbent of the parish of St. Mary the Less, Lambeth, and of St. Peter's, Vauxhall?—I am incumbent of St. Mary's. St. Peter, Vauxhall, is a district taken out of my parish.

14,797. How long have you been in that situation?—Twelve years.

14,798. I believe during that time your attention has been a good deal called to the state of the education of what may be called the lower portion of the middle class; I mean the sons of mechanics and small tradesmen, and of that class which is just above those who are in the habit usually of sending their sons to the national school?—It has.

14,799. I believe that is a numerous class in Lambeth?—A considerable class; the artizans being the larger proportion of it, that is to say, in my part of Lambeth.

14,800. Did you find that there was a notorious want of the means of a sound education for the children of parents of that description?—A complete absence of it, I should say.

14,801. Were they in the habit of sending their sons to the national schools?—To a small extent, but chiefly to private schools.

14,802. Why did they not send their sons to a greater extent to the national schools?—From class prejudice, they were called "charity schools."

14,803. They sent them to private schools?—Yes.

14,804. What, generally speaking, was the character of those private schools?—Very indifferent.

14,805. They were day scholars, of course?—Entirely. Of course when we get amongst the shopkeepers with money, they frequently send their children to boarding schools in the neighbourhood.

14,806. What was, generally speaking, the rate of payment which persons of this description were able and willing to give for the education of their children as day scholars in these schools?—In the class that I had most to do with, it would be about 10*s.* a quarter, or a shilling a week.

14,807. Do you think that is about what persons in that situation may be expected to give for the education of their children?—About that.

14,808. I believe you were very instrumental in introducing a different system for the education of these children?—I established a school of the kind.

14,809. Will you have the kindness to state to the Commission what that system was?—We opened a school where the children should all pay sixpence a week. We made no exclusion, except simply what the payment itself made. We began with three boys, and gradually and steadily the school grew, until at last, in the year 1860, the school being very full, we determined to build better premises. When these were

erected, we thought it better to divide the school into two parts, in one of which the boys should pay a shilling, and in the other sixpence a week.

14,810. Was this a national school ?—A national school.

14,811. Are the Commission to understand that you engrafted this education, which you believe specially adapted to the middle-class boys, upon an existing national school, but one which was in a very dormant and inactive condition ?—It was worse than that. For some years all the schools in the parish had been closed, from inability to procure funds for the necessary expenses, the parish being very poor.

14,812. Even the national schools ?—Even the national schools.

14,813. What is the present condition of Lambeth with regard to the national schools, as well as with regard to these middle-class schools ?—There are very efficient national schools.

14,814. What means did you take to make this change ?—We first got up the lower middle-class school, and made it nearly self-supporting, and then used the funds then set at liberty for the national schools.

14,815. Do you mean that, with the plant of the premises and so forth, you started that as a national school, or a middle-class school ?—I found two national schools deserted; I began them both as middle-class schools, with a payment of sixpence a week each.

14,816. (*Mr. Acland.*) Did you do that simply because you had no funds either in the way of subscription or endowment to help you ?—It was to a great extent that, and to a great extent also because I felt that the other class was a most important class that had been very much neglected.

14,817. (*Lord Taunton.*) Your district, I think, is very poor, and you have hardly any persons from whom you can get subscriptions ?—The collector of income tax told me that out of my 16,000 people there were 90 assessed to the income tax, and of those 90, 30 kept publichouses. My own income, as incumbent of the district, in ten years averaged 80*l.*

14,818. Are there no great employers of labour connected with this district ?—None directly, except the gas company, and Sir Robert Burnet and Company.

14,819. I presume from that that the great builders and other persons who employ labour on a great scale are not connected with this district? —Not directly. The freehold of the whole parish belongs to the Duchy of Cornwall. In the time of William the Fourth it was let upon improvident leases.

14,820. (*Mr. Acland.*) What class of persons are the householders ? —Very small people indeed, as a rule. There is one copyholder who, happily for us, is connected with it, that is Mr. Benyon, the member for Berkshire, whose purse is very liberally open to us.

14,821. (*Lord Taunton.*) Under the system you have described I presume children of the humblest class, and of the class above that, children of mechanics and small tradesmen, meet together in the same school ?—We have no labourers' children in the upper school, not actual labourers.'

14,822. They are perfectly distinct schools ?—Yes.

14,823. (*Mr. Acland.*) When you use the term "labourer" do you mean to distinguish between the labourer and the artizan ?—Yes, I mean the hodman.

14,824. In saying that there are no labourers, you do not mean that there are no members of the working class living by daily labour ?—Most of them are children of people of that kind.

14,825. (*Lord Taunton.*) Is that a class which would not like to

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send their children to the national school?—Yes; the more steady and respectable members of it will not send their children to any great extent to a mixed national school.

14,826. (*Lord Lyttelton.*) Are they in receipt of weekly wages?—Most of them.

14,827. And yet they do not send their children to the national school?—Some do, but the better ones will not.

14,828. (*Mr. Acland.*) Do they also object to their sons being mixed up with the sons of the hodmen and labourers?—Yes, they do. It is a great deal in this way, we have a great many small people who are half employer half labourer. At one time of the year they may have one or two men in their employ, at other times I have known them pawn their coat, and unable to go to church because they were so poor.

14,829. (*Lord Taunton.*) This class willingly send their children to the school you have described?—They do.

14,830. What number of children do you unite in one school?—We have in the two divisions just under 200.

14,831. (*Mr. Baines.*) That is your middle class school?—Yes. The school is in the shape of a T. In the leg of the T they pay 1*s.*, and in the top they pay 6*d.* a week.

14,832. (*Mr. Acland.*) About how many are there in each?—It is about equally divided.

14,833. (*Lord Taunton.*) Is the education different in the two divisions?—Where they pay 1*s.* they remain longer at school, and we get them up to a higher point.

14,834. (*Lord Lyttelton.*) How long do they stay?—Till about 14. We are now preparing several boys for the Cambridge middle class examinations.

14,835. (*Mr. Acland.*) How long do they stay in the other school?—Not above 12.

14,836. (*Lord Taunton.*) Do boys rise from one of these schools to the other?—They can do so any day they like.

14,837. (*Lord Lyttelton.*) But do they?—Frequently.

14,838. (*Lord Taunton.*) Does the boy of the better sort of tradesman enter the school and get his elementary knowledge in the lower school, or does he go at once into the upper school?—Whichever he likes. The one who could afford the higher class would pay the shilling at once. We have two independent head masters now.

14,839. The managing body do not say where a boy is to go?—Not in the least.

14,840. You leave that to the parents?—Absolutely.

14,841. Will you have the kindness to tell us the sort of education that you give?—We are obliged to make it, to a certain extent, popular. Reading, writing, and arithmetic, is the definite basis of it; and then we teach the boys a certain amount of grammar, a fair knowledge of geography, some history, not very much; and then in the first class we get Euclid and algebra besides this. Then we have a French master.

14,842. (*Mr. Acland.*) When you speak of the first class, are you speaking of one school only?—I am speaking of the higher part now.

14,843. All you say now relates to the higher school?—Yes. If we saw a very promising boy, fit for the first class, even if he could not afford it, we should pay the difference ourselves and put him in the upper school.

14,844. (*Lord Taunton.*) Is this school self-supporting?—With the Government grant it is.

14,845. Do you apply the Government grant, which I presume is

given for national schools, to those middle-class schools?—The Government grant, as you are aware, is paid upon individuals. A considerable number of individuals are excepted, and we get grants for the rest.

14,846. (*Lord Lyttelton.*) Can you say how that line is drawn?—The line is drawn under these supplementary rules. One of them is a very difficult one and an exceedingly objectionable one. The supplementary rule of the greatest difficulty is the third. "Would it be unreasonable to expect him to pay 9*d.* a week for the schooling of each of his children?" We frequently find that a parent will send a very small child, or two small children, to our infant school, where they pay 2*d.* or 3*d.* a week, and then we put it to the inspectors whether, if the whole lot of children under our tuition upon an average pay less than 9*d.* a week we have not the right to claim, and the inspectors say we have.

14,847. (*Mr. Baines.*) Although they are not strictly of the working classes?—No. If they employ labour they are out of the field altogether; if they pay income tax they are out of the field altogether; but the bulk of ours are neither the one nor the other.

14,848. (*Lord Lyttelton.*) They work with their own hands?—Yes.; and the shopkeepers have no assistance.

14,849. You do not tell the inspector that you call them middle-class schools?—In the forms we call the schools by the generic term national schools; we avoid it in the parish in order not to offend the prejudices of the parents. We could not swim without the Government grant.

14,850. (*Lord Taunton.*) They are national schools?—Yes.

14,851. You manage to mould them so as to make them the means of affording education to persons in the lower portion of the middle class?—Yes.

14,852. (*Lord Lyttelton.*) And you get Government assistance to schools where the children pay a shilling a week?—Yes.

14,853. (*Mr. Acland.*) Is there any other definition of a working man which you think might be with advantage substituted for that which is recognized by the Revised Code of the Privy Council?—Yes; that sanctioned by the same Privy Council for schools of art.

"1. Artizans or operatives in the receipt of weekly wages, supporting themselves by their own manual labour, or the children of the same not earning their own livelihood.

"2. Persons who, though paid at longer intervals than a week or for piece work, support themselves by their own manual labour.

"3. Persons not supporting themselves by manual labour, but being of the same means and social level as those who do so (such as small shopkeepers having petty stocks, and employing no one but members of their own family, and small tradesmen not employing apprentices), village carpenters, and the like, policemen, coastguards, &c.

"4. Persons not supporting themselves by manual labour, but such as it would be unreasonable to expect to pay the fee of middle-class students, as some description of clerks, shopmen, &c.

"5. No payment will be made on account of any artizan, as above defined, who is assessed to the income tax."

We do not claim for a single person who does not answer every one of those definitions.

14,854. To whom does that definition which you have just read apply?—To students in art schools, for whom the Government gives help.

14,855. On account of whom the Government pays a capitation allowance?—Yes.

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14,856. (*Lord Taunton.*) Do you believe the parents of the boys are satisfied with the kind of education they receive, and the subjects taught?—I believe they are thoroughly satisfied. When we get a promising boy in the upper school he scarcely ever leaves us till he leaves to go to work.

14,857. How late is that?—About 14 on an average.

14,858. And you believe, for the advantage of these classes, that is about the time which it is desirable they should remain in school?—I think about that time.

14,859. (*Mr. Acland.*) Have you had any cases of boys passing out of the region of ordinary labour into a higher educational level out of your school?—From our art school we have.

14,860. You have not mentioned that school?—No, that is a different school altogether. I do not know that it would come here at all.

14,861. From the upper middle class school of which you have spoken, have you ever passed on a boy showing literary or other ability into a higher school of any kind?—When the parents have risen, as they sometimes do very rapidly, I have occasionally persuaded them to send their sons to the Shoreham schools.

14,862. (*Lord Taunton.*) Do you believe that the means which you have adopted have given an opportunity of procuring a sufficient education to this class of society in your district?—I believe it has, and that without it they would never have had any but the most meagre education possible.

14,863. You think now they do possess the means at a reasonable cost of a sufficient education for their children?—I do.

14,864. And do you find that they gladly and willingly avail themselves of it?—Yes; there was the prejudice to begin with of the charity school. It is a national school, and there was that prejudice to begin with, but it is wearing down very rapidly indeed. We have been talking about Government help. There is one thing I would mention, and that is that if there is no Government help, there is a perpetual temptation to take these schools beyond the reach of this class of persons. I have had several persons come to my school and say, "If you will double your terms we will fill your school with boys." They have said that they had a wide connexion amongst clerks and other people in that neighbourhood. They knew it was the best education given in the neighbourhood.

14,865. (*Mr. Acland.*) The effect of that would be to defeat the main object for which the schools were founded?—It would absolutely defeat my object.

14,866. (*Lord Lyttelton.*) The lower middle class boys would have been forced out?—Yes, they could not have paid the pound a quarter. The Government help is a very enormous assistance to us; we could not float without it.

14,867. (*Lord Taunton.*) The lowness of the fees, as I understand you, keeps the school down to the level where you think its greatest utility occurs?—It does.

14,868. Will you have the kindness to state generally the financial condition of the school with regard to cost?—It cost last year 2*l.* 2*s.* 6*d.* a boy, per annum.

14,869. (*Mr. Baines.*) Was that the upper school?—The upper school.

14,870. (*Mr. Acland.*) You are not speaking of the receipts of the school, but of the actual cost of the establishment?—The actual cost

of the establishment. With an average attendance of 165 boys we paid 296*l.* for masters, and 54*l.* for all other expenses, cleaning, lighting, &c. I think that is as nearly as possible 2*l.* 2*s.* 6*d.* a boy.

14,871. (*Dr. Storrar.*) When you speak of each boy costing 2*l.* 2*s.* 6*d.* does that mean the cost to you or the cost out of the Government grant as well as what is provided by the school fees?—The whole cost from all sources.

14,872. (*Mr. Acland.*) Does that include any sum for the premises?—None whatever.

14,873. (*Lord Lyttelton.*) That was all given?—That was given, and the schools being new the cost for repairs is of course unusually small.

14,874. (*Mr. Acland.*) Will you explain how that cost is met?—The boys' payments of a shilling and sixpence a week came to 258*l.* a year, the Government grant 74*l.*, and then 20*l.* which really was made up by our fitting up a gymnastic yard for the boys, out of subscriptions.

14,875. (*Mr. Baines.*) That is not an annual expense?—No; we wanted the gymnastics, we had the money, and so we spent it in that way.

14,876. (*Mr. Acland.*) With regard to the 74*l.* from the Government, is that given in the way of direct capitation fee for these particular boys, or is it a portion of the general allowance for your whole system taken at your own discretion?—No; it is the particular apportionment for those boys.

14,877. Are there any particular circumstances which make it more easy to do what you have done in your case than in other places, or do you think that what you have done might be adopted in many towns in England?—I think there is no town in England where it might not be done quite as successfully as with us.

14,878. I should think you had more difficulties to contend with?—I should think so, because we certainly are poorer.

14,879. (*Dr. Storrar.*) At what should you estimate the average wages of the parents who send their children to these shilling and sixpenny schools?—At 2*l.*

14,880. (*Mr. Acland.*) Will you state the maximum and minimum?—I should say it ran from 25*s.* up to 50*s.* With respect to the Government grant there is one thing I should like to say. If a Government grant is refused to a school of this kind, it would look as though the only sins that the Government regarded as inexcusable on the part of the labouring classes were love for their children, and thrift. I would take the case of three workmen who work side by side. They each earn 30*s.* One man is drunken and below the ordinary average; he spends 20*s.* a week in drink, and takes 10*s.* home. His child goes to the ragged school and is helped by the Government. The second is about an average working man. He spends 10*s.* of his 30*s.* in drink and 20*s.* goes home. His child goes to a school where he pays 2*d.* a week. The third parent is industrious and thrifty and cares for his children. He pays a shilling a week to keep them away from the bad example of the children of his bad companions. If, therefore, a grant was refused to my school and to schools like mine, it would be Government visiting upon the parents the sins of thrift and love for their children.

14,881. (*Lord Taunton.*) Would not that objection apply more or less to any system in which the State did not undertake the duty of educating the classes of society much above the labouring classes. Wherever you drew the line would it not happen that if a man by industry and thrift kept himself above that line he would so far be at

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a disadvantage from his neighbour who would be below the line?—Undoubtedly it would.

14,882. (*Mr. Acland.*) With regard to the general applicability of this principle, would you tell us what is the actual cost of your plant?—The schools cost over 6,000*l.*, of which we had 1,930*l.* from the Committee of Privy Council.

14,883. (*Dr. Storrar.*) Who provided the rest of the money in so poor a neighbourhood as you have described?—I begged it.

14,884. (*Mr. Acland.*) When you say that did you not find some buildings when you went there?—Not where the school is now. The schools now are built on Vauxhall Gardens.

14,885. That sum of 6,000*l.* applies only to the school in the shape it is now?—Yes, the new school.

14,886. Do you think that with buildings as good as you have provided, the first cost of them being provided, that a sum very slightly exceeding 2*l.* per head is sufficient to educate the classes with whom you have been dealing generally?—I think it is, and I think if the Government with schools of that description were to halve the ordinary grant to national schools that would satisfy us, and keep up schools for the class that very much needs them.

14,887. What is that average grant of which you speak?—The Government gives us 12*s.*, that is to say, 4*s.* for attendance, and 8*s.* for examination.

14,888. You mean that that is the usual grant in the case of national and British schools?—Yes.

14,889. What you propose is, that from some public source half that amount should be paid in the case of the upper working and lower middle classes making efforts to educate their own children?—It is.

14,890. From what sources do you think such assistance would be best derived; would it be from the grants of Parliament, or from any local rate, or from any new use of endowments?—Grants from Parliament, I should have thought.

14,891. Will you be good enough to state what would be your objection to a rate raised locally for that assistance?—There would be a perpetual excitement about it, and the leading spirits in most parishes are the most ignorant and heady people in it, and therefore there would be perpetual jealousies and heart burnings.

14,892. You think, therefore, in the interest of sound education, those causes of local dispute should be avoided, and that the subject should be dealt with by the Legislature?—I do.

14,893. Have you any endowments in your neighbourhood?—I have an endowment applicable to any educational purposes of 78*l.*

14,894. How is that now applied?—It is applied to the support of all the schools.

14,895. (*Lord Lyttelton.*) In whose hands is it?—It is in the absolute discretion of the incumbent and two churchwardens.

14,896. Do they give it to all the church schools?—In my parish.

14,897. (*Dr. Storrar.*) Does any portion of that fund go to the support of these upper schools?—If it were wanted it would. They were nursed by it.

14,898. Are you prepared to say that amongst persons whose average earnings are 2*l.* a week, the sum of 2*l.* 2*s.* 6*d.*, which is sufficient to provide for the education of each of these children, would be too great a claim upon the parent?—I cannot say that it might not be obtained, but I think it would be obtained with difficulty beyond the 2*l.* I know that many of them make a very great sacrifice to send their children.

14,899. You said in the early part of your evidence, that there was a strong feeling of independence among these people, and that they were reluctant to take anything they did not pay for?—No, I did not say that.

14,900. That they were reluctant to throw their children on the national schools?—That their pride was touched, I said.

14,901. (*Mr. Baines.*) Do you get from all the boys in your upper division of the middle school a shilling a week?—With the exception of a few. If we find they are promising boys, who cannot afford to pay it, we never hesitate to elevate them without the additional payment.

14,902. How many weeks in the year is your school open?—Many of them pay 10*s.* a quarter in lieu of the shilling a week. The payment averages, as nearly as possible, 2*l.* apiece.

14,903. You stated that the boys' pence came to 258*l.*, and that the average number was 165, but 165 paying 2*l.* apiece makes 330*l.*?—I said half of them only paid sixpence a week.

14,904. Then you have not 165 paying a shilling?—No. I think if you take them in the way I have just described, half paying 2*l.* a year, and the other half 1*l.* a year, it will, as nearly as possible, come to the money.

14,905. You have, I assume, very good masters?—I have.

14,906. As good as you can get?—As good as I can get.

14,907. How many?—We have now two head masters. Last year we had one head master, to whom we paid 123*l.*, three assistant-masters, to whom we paid 40*l.* each, and two pupil-teachers.

14,908. That is for the two schools?—It was arranged then as one school.

14,909. Are they well qualified and competent?—We get the best we can.

14,910. You have, therefore, raised the character of your school, and made it a school which commands the confidence of your neighbours, and draws pupils?—We have, and besides that I ought to say, that one of the curates teaches in the school upon an average two hours a day.

14,911. Do you yourself keep a constant superintendence over it?—What I do is this. I have six schools. I examine one school a week. I examine every child in one school each week, and mark them in reading, writing, arithmetic, and Catechism.

14,912. Seeing that there is this amount of competent instruction and excellent superintendence, you find that the schools are attractive to the boys in the neighbourhood?—Yes.

14,913. And that your schools are generally full?—They are not full. They are filling, but not full.

14,914. How long has this system gone on?—In the present schools, about five years.

14,915. And they are continually advancing?—Advancing slowly and steadily.

14,916. They have been going on for five years?—In the present buildings, and seven years in the old buildings.

14,917. Has it been a course of steady advancement?—Slowly and steadily.

14,918. Do you attract persons out of your own parish by the attractions of your school?—We do.

14,919. Do you find generally a disposition on the part of the parents to pay a good price for a good education for their children?—Yes; the parents are willing to pay the 2*l.*

14,920. You find them not unwilling to pay that which is a liberal and good price for a good education?—Not at all.

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14,921. Then, they have confidence in the education which is given?—Yes. It is well to remember that there is a class always trying to raise us higher, and to make our fees higher.

14,922. (*Lord Taunton.*) I believe you have girls' schools as well as boys' schools?—I have.

14,923. Do you find that they work well?—I find we are obliged to keep it at a lower level of fees.

14,924. What are your fees?—In the first class, ninepence; in the second, sixpence; and in the third, fourpence.

14,925. Are the schools for girls quite separate from those for boys?—The one is above, and the other below, with separate entrances.

14,926. (*Mr. Baines.*) Does the 165 include both?—No.

14,927. (*Lord Taunton.*) You believe that better than educating them together?—I should never think of educating them together.

14,928. How late do the girls remain in school?—We have some girls who remain till 15 or 16, perhaps half a dozen in the school of that age.

14,929. Did you find the girls, the daughters of the mechanics and small tradesmen, very uninstructed before you established these schools?—I do not think the girls as a whole are from so high a class as the boys.

14,930. Do not you get the girls of precisely the same class as the boys?—Not precisely the same.

14,931. Why not?—I think the parents have a feeling that the girls are better taught at little private schools.

14,932. Do you believe that to be a well founded opinion?—I think there is more defence for it with girls than with boys.

14,933. Are these little private schools boarding schools?—No, day schools.

14,934. Do you think they give a pretty good instruction to the girls?—No, a very inferior instruction, but they get a softer and gentler manner, which I think gets rubbed off more in large schools.

14,935. (*Lord Lyttelton.*) They are under dames?—Yes.

14,936. (*Mr. Acland.*) Have you personal access to any of these female schools as a clergyman?—I know one or two mistresses, who are most respectable women, and I think they do their best. They cannot teach a great deal. I never examine them.

14,937. Would they object to that?—Yes, I think so.

14,938. (*Lord Taunton.*) Do you know what number of girls there are in your schools?—We had 124 last week. The school upstairs is divided into girls and infants. We averaged last year 94 girls, and began this year with 124; there are many more infants.

14,939. You are able to accommodate as many as apply?—More.

14,940. (*Mr. Baines.*) What proportion pay 9*d.*, and what 6*d.*?—I have not got the numbers, but I should think not more than ten pay 9*d.* in the whole school.

14,941. (*Lord Taunton.*) In speaking of girls' schools, you do not mean what are strictly and usually called the national schools for girls, but it is a school corresponding in some degree with the school for the lower middle class that you have spoken of with regard to boys?—We tried to make them run *pari passu*, but we have found that the girls flagged behind in point of class and position.

14,942. Do the daughters of mechanics and small tradesmen in any considerable number send their girls to your school?—Yes; we have 120 at present.

14,943. (*Mr. Acland.*) In order to complete the picture of your school system, will you state quite shortly the number of boys and the

number of girls, and the respective rates of payment in any national schools other than the schools you have already spoken of?—I have about 200 boys and 200 girls, and there is another school building.

14,944. At what rates of payment?—At 2*d.* and 3*d.*; the first class 3*d.*, and the other classes 2*d.* In the new school the charge will be 1*d.*

14,945. What in the outward appearance and look of your schools, with a view to impressing the eye, is the difference in the arrangement of the national schools and the middle schools?—Our upper school is a handsome new building, that is all; there is nothing very prominently different.

14,946. Do you adopt the same kind of national school classes, and any monitors, or is there any difference?—We have more assistant masters. We have three assistant masters, whereas we have all pupil teachers in the lower school.

14,947. The benches are arranged the same?—Yes.

14,948. (*Lord Lyttelton.*) With regard to any difficulties which obstruct the work with these middle-class pupils, what are the main ones you meet with; first from the parents?—Parents very often do not recognize the utility of any education that does not directly bear upon the immediate calling to which the boy is about to be sent. A second difficulty is that of providing efficient discipline in the school. If a boy has some lessons at night, he gets round his mother and she sends an excuse to say that the boy is this, that, or the other, and so gets over it. Then the father takes no direct interest generally in the boy's education. If the boy behaves very badly and I write a note to the father, then the father blows up, and the boy comes better for a little time; but if instead of that we flog the boy, the father frequently comes to the school and blows up against the master.

14,949. Do you find a difficulty from the competition of other schools?—Very great, more particularly in this way, middle schoolmasters recognize that the power lies in the children, and the most successful middle schoolmaster in our neighbourhood told our own master that he did not care at all for the parents. He said, "I make "my schools simply for the children, and I give them a treat every "month," so that there is that unfair kind of competition which destroys the *morale* of the children.

14,950. Are the parents of that class rather impressed by what is showy?—They simply think of what is showy.

14,951. With regard to the father's interference, do you consider it on the whole more for good than for evil?—Decidedly more for good.

14,952. In what way?—Because if we do not flog the children the fathers are always ready to make the children do more work. They recognize the importance of improvement more than the mothers do. The mothers' is simply a care of the boys' bodies at the time; the fathers recognize the future more than the mothers do.

14,953. And the mothers are more soft-hearted?—Yes.

14,954. In your population is there a difficulty from the constant fluctuation of the people and variation in their circumstances?—Very considerable. We sometimes find that children come to our upper school, and their parents fall ill, and they are obliged to go to the lower school unless we pay for them. On the other hand we not frequently find that boys who have been sent for a time to the lower school when their parents' circumstances improve, at once rush to the upper school.

14,955. Do you think that there is any general remedy for these

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difficulties beyond that of providing the best school you can on the most reasonable terms?—I do not think there is any general remedy.

14,956. (*Dr. Storrar.*) Would you be prepared to say that in other poor districts in London, or in the country, provided a school plant is furnished, you could secure as good education for the class of people that you have in hand as are in your parish for the sum of 2*l.* 2*s.* 6*d.* a head?—I think it might be done anywhere.

14,957. (*Mr. Acland.*) Assuming a sufficient population?—Yes.

14,958. (*Dr. Storrar.*) Always assuming that you have a sufficient number in school?—Yes.

14,959. What number in school do you think would clear expenses at that price?—100.

14,960. It would be necessary to have some kind of backing till you got up to 100?—Yes.

14,961. Supposing I were to put it at a somewhat higher price which has been mentioned by one of the witnesses here, at 3*l.* a year, would that make it perfectly safe?—From the beginning?

14,962. Yes?—If you fell below 50 it would not.

14,963. It is to be presumed that your school would hardly be established in a district where there was not a fair prospect of getting 50?—I had 28 at the end of my first year.

14,964. (*Mr. Acland.*) If I understand you, you think something like an income of 200*l.* a year is necessary to make almost any school efficient for that class?—I think so. You do not give your master less than 120*l.* If you have 100 boys, he would require an assistant at 40*l.* That only leaves 40*l.* for sundries.

14,965. (*Lord Lyttelton.*) Do you think the children are inclined to be too independent of their parents?—Very much indeed, everywhere.

14,966. (*Dr. Storrar.*) Is not that class the class above all others which is over indulgent to its children?—I think so.

14,967. (*Mr. Acland.*) Relatively to a good British and Foreign school, is your school above it or below it in point of subjects taught?—I think we should compare favourably with any school in the neighbourhood. We have the great British and Foreign school near to us, and I think we compete successfully with it.

14,968. Is not the fact, as far as you know, that the British and Foreign schools ordinarily take in a higher social class than the national schools?—Before this school of mine was opened, every boy of that class who did not go to a private school did go to a British and Foreign school.

14,969. Is it not the fact, that the Church in point of fact might take a lesson from the British and Foreign schools, and open schools somewhat above the ordinary national schools, which would really be parallel to the upper British and Foreign schools?—Quite so; but it is well to remember that the average rate of payment of all the British and Foreign schools in England is not so enormously higher than in the Church of England schools. We have absolutely in the Church of England schools more children paying 4*d.* a week and upwards than in the British and Foreign schools.

14,970. (*Lord Lyttelton.*) How far do you teach them mathematics?—We get through a few books of Euclid and algebra.

14,971. How far do you go in algebra?—To quadratic equations.

14,972. Is that subject one which the parents are willing to tolerate, but do not seem to appreciate?—They have begun by, as you say, simply tolerating it; but they ended by appreciating it.

14,973. Do you find the study of mathematics carried so far with boys, up to the age of 14, valuable in strengthening their minds and faculties? I think, very.

14,974. Do you teach Latin?—We have tried to do so, but it has been a mere smattering that the boys have got.

14,975. Did you find that they themselves took more to mathematics than to classics?—Yes, much more.

14,976. (*Lord Taunton.*) Any French?—They have a French master in the school.

14,977. (*Mr. Acland.*) Have you any experience of what is called practical geometry, as distinguished from what I might call demonstrative geometry in the form of Euclid?—I am not a mathematician. One of the curates teaches mathematics twice a week, but I cannot answer the question.

14,978. (*Lord Lyttelton.*) At what age do you begin to teach them Euclid?—When they get into the first class. A sharp boy gets there at 10, a duller boy at 12.

14,979. On an average they learn Euclid and algebra for two or three years?—About two years.

14,980. It is compulsory upon them to that extent?—As compulsory as we can make it.

14,981. It is a part of the school system?—Yes, and being taught by one of the curates it is becoming popular. It is better taught than it ever has been before, because he has taken it up.

14,982. Do you teach any of the practical subjects connected with mechanics, such as mensuration or surveying?—I believe it has been taught a little, but again that is a part of the management that I have not interfered with. I have left it entirely to the curate.

14,983. Have you any physical science?—No.

14,984. (*Dr. Storrar.*) You have incidentally alluded to an art school, will you be so kind as to tell us what that is?—We have a school in connexion with South Kensington, which has been the most successful of any of the schools. This year we carried off two of the three gold medals given by the Royal Academy, and two of the ten silver medals.

14,985. Does this school meet in a separate building?—We have a separate building, but it overflows that building, and the large class in the evening uses the boys' school as well.

14,986. How was that separate building provided?—We begged the money.

14,987. What are the terms of admission to this school?—They used to be 2*s.* entrance, and 2*s.* a month. The recent alteration in the grant and the consequent withdrawal of a portion of it, has compelled us to raise the terms. We are now in this position, that when the school has achieved the greatest possible success, we are deliberating whether we can by any possibility keep the doors open.

14,988. What class of boys go there?—A large number of mechanics, a considerable number of carpenters, some potters, but artizans to a great extent.

14,989. They are, in fact, the same class as that which attends the other schools?—Just the same, and three of our four medals were gained by boys of that class.

14,990. Do girls come into the art school?—A few women teachers in art, but comparatively few.

14,991. What would be the total number of persons attending the art school?—We have about 250 upon the books, with an average attendance of about half that number.

14,992. Is the instruction conducted in the day-time or in the evening?—For the artizans, entirely in the evening. There is a ladies' class in the morning that pays more.

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14,993. By whom is the instruction given?—We have had the same master for the last 10 years, a master from South Kensington, and I should say that the larger number of boys instructed in it are instructed in their own trades; many of them gain 10*s.* a week more wages, because they can set out their own work as well as do it.

14,994. Therefore we should not be wrong in inferring that there is no part of education which is more valued by the class that you are living amongst than this very art education?—None; and every boy in the day schools is taught to draw in preparation for the other school, and many boys pass from the one to the other. One of Mr. Street the architect's recent clerks is a boy who had been in our national school, then in the art school, and now gets good wages as an architect's clerk.

14,995. (*Lord Taunton.*) I believe your schools are strictly Church of England schools?—They are.

14,996. Does that mean that all the religious education in your schools is distinctively Christianity according to the doctrines of the Church of England?—It is.

14,997. Is that compulsory upon every child, or do you admit what is commonly called the conscience clause in such a way as that children of dissenters may derive the general benefit of instruction in your class, together with such religious instruction as their parents are willing they should receive, without being obliged to attend to the formularies of the Church of England?—We have many children of dissenters, but we have no conscience clause.

14,998. In point of fact, then, every child learns the Catechism of the Church of England?—Every child learns the Catechism of the Church of England, and the main objection that we have as to the religious teaching is to the attendance once a week at the Litany. The children do not come to us on Sunday, but on Friday morning at 12 o'clock they go to the Litany in the adjoining church.

14,999. Do you mean that the dissenters object to the Litany and not to the Church Catechism?—I do; they object to going to church.

15,000. (*Lord Lyttelton.*) They think it a waste of time?—Yes.

15,001. (*Lord Taunton.*) What is the nature of the religious instruction which you generally give the children? How do you do it, by Bible lessons, or what?—The Bible and three catechisms, an introduction to the Church Catechism, the Church Catechism, and an advanced catechism founded upon Theophilus Anglicanus, Dr. Wordsworth's book.

15,002. Do you teach them the Articles of the Church of England?—No.

15,003. Do you explain the Catechism to them, pointing out to them the distinctive principles of the Church of England as embodied in the Catechism?—We try to do so, but we likewise try to make it as little controversial as possible, by never bringing the word "dissenters" in, or anything of that sort.

15,004. But still you take care that it shall be substantially and truly a religious instruction according to the doctrines of the Church of England?—We do.

15,005. I think you stated that a great many dissenters allow their children to attend these schools under these conditions?—A great many do.

15,006. Is it your opinion that it would be objectionable to adopt another course, which, as you are probably aware, is adopted in a great many schools, viz., though the schools are founded essentially on the principles of the Church of England, still admitting that degree of latitude which enables the children of dissenters who may object to it

not to attend the teaching of the Church Catechism, or any other formularies of the Church which they might object to? — If the managers chose to admit children upon those terms, I think no one could object to it. The real difficulty would be if the managers were reduced from the position of ruling a school upon so important a question, to being subject to any superior who could be appealed to about it.

15,007. Your objection is not so much, as I understand it, to the exercise of some latitude of this sort as to that latitude being given as a question of right?—My objection to it as a principle would be that. My objection as far as regards myself would assume this different form. I recognize the schools as my only opportunity of teaching religion to the younger part of my flock, and looking upon the whole system of education, and everything I do as part of my religious duty as a clergyman to train my people as good Christians, I would never recognize any system that did not accept that as the only end.

15,008. Should you be afraid of the consequences on the religious feeling of the school at large if there was a greater latitude in your school than that which you have described?—There has never been any need for the question to be mooted with us. The objection to the Catechism has never been raised.

15,009. Do dissenters in considerable numbers attend your school?—In considerable numbers.

15,010. Are you aware of any cases in which they have been repelled by the strictness of the rules?—Not by the Catechism being taught; but I am, from the children being required to be baptised.

15,011. Do you prepare the children for confirmation in any way?—We do if they wish, but it is not at all compulsory, it is purely optional. We expect a child either to be baptised or to be willing to be baptised. We do not always ask the question, but if it does come out that a child is not baptised, if the parent mentions it, we say the child cannot come to us if they are not willing that it should be baptised at some time or other.

15,012. Do you at all interfere and take care that the children who attend your schools should attend some place of divine worship on Sunday?—We take no notice of it whatever beyond persuasion.

15,013. (*Lord Lyttelton.*) There must be a great number of non-conformists amongst the parents of these children?—A fair number; but in London the greater number of people are nominally Church people, and really nothing.

15,014. You mean that in the district generally, as well as among the parents of your children, you have never had any difficulty or objection on this score?—On the score of Catechism, never.

15,015. You attribute that rather to indifference on the part of the parents than to anything else?—Yes; but I have had Roman Catholic children, and some of the children of the active Spurgeonites, and in both cases the question has never been raised.

15,016. (*Dr. Storrar.*) How do you get over the difficulty in regard to those particular questions in the Catechism which bear upon baptism, and godfathers and godmothers,—where the children may be repeating by rote answers to questions signifying an intelligent knowledge of the obligations imposed upon godfathers and godmothers, when perhaps the catechised never had godfathers and godmothers?—A difficulty was once raised by a parent, "my child has been baptised, but had no god-" parents, would you allow it not to answer that question," and the question was never put to the child.

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15,017. (*Lord Lyttelton.*) Have you had no difficulty with the Government on this question ?—No.

15,018. Was the point of charge ever raised on the part of the Government, when the grant was made for the schools ?—When the grant was made, we meant simply to transfer the other school, and made the children pay 6*d.* which would not have raised the question.

15,019. Why would it not have raised the question ?—9*d.* is the sum that they profess to give up to. In the same building there are girls and infants who pay less.

15,020. You mean that to children of that age it is possible to teach the Bible and to teach the Catechism so as to convey the main doctrines of the Church of England without bringing forward controversial matter ?—In a controversial spirit we bring forward nothing.

15,021. (*Mr. Acland.*) Do you not think that your ability to carry out what you conscientiously think your duty in this matter has partly arisen from the poverty of your district preventing any active or wealthy agency in an opposite direction ?—We have children who come from a distance, the children of dissenters who are attracted by the schools, where the difficulty you raise could not have occurred.

15,022. Do you contemplate that in all parts of England it would be equally easy to act upon the principle which you have yourself acted upon ?—I should imagine so, but my experience is limited.

15,023. (*Lord Lyttelton.*) How do you account for the absence of any objection, not on the part of the parents generally, but on the part of intelligent Roman Catholics, or followers of Mr. Spurgeon ?—I suppose they must have been more or less indifferent. They have often gone so far as to send for our catechisms before they would allow the children to be admitted into the schools, and when they have seen the Catechisms they have been satisfied, and the children have come.

15,024. (*Mr. Acland.*) You said just now that the great objection to the conscience clause was its being imposed by a superior authority involving a right of appeal; would the objection be equally strong in your mind to a voluntary adoption by a committee of the arrangement embodied in the conscience clause, if there was no appeal to a superior authority ?—I think committees of schools should be allowed to manage it in their own way.

15,025. You, I think, are very anxious to promote the extension of schools such as you have yourself been engaged in all over London, and in other parts of England ?—Yes.

15,026. I believe you consider it desirable that those should not be merely parochial schools, but district schools ?—I do.

15,027. Would not the basis of the arrangement be very much altered when the school became the act of a joint body and not merely the religious duty of a clergyman as pastor of his flock ?—It would.

15,028. Would it not then be necessary for the public body founding such a district school to establish some basis of religious instruction either of an exclusive or of an exceptional kind ?—I should have thought that the best way would have been to leave it to the governing body to determine from time to time what is expedient.

15,029. That is exactly what I suggest ?—That would meet it entirely.

15,030. What I want to ask is whether you think the voluntary adoption of the conscience clause principle by a committee would involve the same difficulties as its imposition by a higher authority ?—Not at all.

15,031. I know you have taken great trouble on the subject. Could

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you give any further suggestion as to the extension throughout England of such schools as you are anxious to promote?—My idea was that the Government should recognize such schools and give us half the annual grant.

15,032. Do you think it very difficult to extend such schools by barely voluntary efforts?—I am afraid the difficulty would be in the early support of them, and if they were successful, the difficulty, again, would be to retain them to the class.

15,033. Has your attention been drawn to the efforts made by Mr. Rogers?—Yes; and I think it is a most excellent effort on its secular side.

15,034. Have you any suggestions to offer as to the use which might be made of the endowments of grammar schools throughout England?—I think that a great deal might be done if there was a larger amount of diocesan management over the whole funds. I think, if the funds were made diocesan instead of parochial, it would be better.

15,035. Should you object to their being made county, seeing that many of them are not exclusively Church of England schools?—I fear I should differ from you about the exclusiveness; I think they are taken from us, but I think it is by might, not by right.

15,036. Do you apprehend any very great practical difficulty in a well-considered public board, in which the Church, and education, and professional interests, should be well represented, and a general control of the Government, preventing the invasion of any vested rights?—I have never thought of it with respect to counties, and therefore I could not give an answer off-hand.

15,037. We may take your opinion as generally amounting to this, that something on a broader basis than the purely local management of existing trustees is very desirable, if it could be arranged?—Yes.

15,038. (*Lord Lyttelton.*) Do you think that the lower middle classes, such as you have to deal with, are of a nature to be easily influenced by the attention paid to these subjects by the classes above them?—Very much indeed. I think that the influence of a person of a superior station moving amongst them is enormous; that the gratitude they feel to any clergyman or layman of position who will take any trouble with them is very great.

15,039. And that diminishes the difficulty of dealing with the subject of education among them?—I think very much indeed.

Miss M. E. Porter.

Miss Mary Eliza Porter called in and examined.

15,040. (*Lord Taunton.*) I believe you have had considerable experience in the subject of the education of girls of the middle classes?—Yes; I have been for six years at Bolham, near Tiverton, in a large school there. I had the management of it for six years.

15,041. What was the nature of that school?—It was for training private governesses. The daughters of professional men were taken, and they were trained to become private governesses.

15,042. Was that established by the late Mr. Heathcoat, of Tiverton?—By his daughter.

15,043. Was that on a considerable scale?—There were forty pupils in the house. Then we had a small class of little children, from about seven to 10 or 12 years of age, who were taught by the young ladies.

15,044. That is near the town of Tiverton?—At Bolham, which is about a mile and a half from Tiverton.

15,045. Within easy access of Tiverton?—Yes.

15,046. Were those children who came from Tiverton day scholars?—

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No; the little ones boarded with a lady in the village; the other pupils were all in the house.

15,047. They were boarders?—Yes.

15,048. (*Lord Lyttelton.*) It was part of the training of the young ladies to teach the children?—Yes.

15,049. It was a practising school?—Yes.

15,050. (*Lord Taunton.*) From what class of society did these children mainly come?—They were of the same class as the pupils in the upper school; they were all the daughters of professional men who had been reduced in circumstances.

15,051. Was the education gratuitous wholly, or in part?—No. The pupils paid 18*l.* a year, which included expenses of every kind.

15,052. Was it self-supporting in a pecuniary point of view, or was it assisted by contributions?—It was assisted by Miss Heathcoat herself; she made up all the deficiencies.

15,053. Do you happen to know what was the average cost of each pupil?—I should say that the 18*l.* a year scarcely covered more than the boarding and house rent, and that the education might be considered free. It used to be considered worth about 100*l.* a year.

15,054. (*Lord Lyttelton.*) You required them to pay 18*l.* a year each?—Yes.

15,055. Do you mean that it was a qualification that they should be in reduced circumstances?—Yes; that was always understood.

15,056. (*Lord Taunton.*) Who selected the pupils?—Miss Heathcoat herself. Whenever an application was made, a printed paper was sent with the inquiries as to the income and position of the parents, and also the advance already made by the candidates in different subjects.

15,057. In short, the school was entirely under the control and managed according to the discretion and judgment of Miss Heathcoat?—Yes; it was entirely a private school.

15,058. Does it still continue?—Yes.

15,059. What is the sort of education given at this school?—They were taught English thoroughly in the different branches. They studied French, German, drawing, music, and elementary Latin. Those were the chief subjects.

15,060. I presume, from what you have said, that these girls would be expected, in some way or other when they left school, to earn their own livelihood?—Yes, that was an understood thing; that they would all go out as private governesses after they left.

15,061. Have you reason to believe that it answered its purpose, and that the girls found situations as private governesses when they left school?—Yes. I went over my list of girls the other day. Two hundred have been under my care altogether since I have been there. I reckon of those, 115 are known to be successful in their different situations as governesses. There are some whom I have lost sight of for different reasons, and others came in an imperfect state of health, and were not able to carry on their studies; but about 115 may be considered as valuable and successful teachers who have passed through the school.

15,062. The main object was to train these young ladies to fill the situation of governesses?—That was the main object of it.

15,063. And the children who were allowed to go there, went mainly for the purpose of enabling these young ladies to learn their profession?—Yes, it was simply that.

15,064. Do you believe that the education of these young ladies would materially differ from that which it would be right to give to a girl in something of the same class of life who did not look forward to

becoming a governess ?—It only differed in this respect; that in addition to the subjects which they studied, they studied the art of teaching.

15,065. I believe you are now engaged, or about to be engaged, in the management of a girls' school in the north ?—Yes; I am going to Gateshead. Probably after a time I shall move into Newcastle, but at present I am beginning a school for day boarders at Gateshead. There is a school in existence there, and I am taking 30 pupils to begin with.

15,066. Is it a private school ?—Yes; it will be my own private school.

15,067. According to the scale of payment and so forth, what rank of society do you expect will resort to that school ?—The children of the large manufacturers there, the higher class of tradesmen, and the professional class.

15,068. Of course that would imply the necessity of giving a very complete and good education ?—Yes.

15,069. Will you have the kindness to state what is about the amount of payment which you think people in that class of life are likely to be able and willing to pay for the education of their daughters ?—You refer to the school in the north ?

15,070. Yes.—I reckon it would be about 10 guineas a year; perhaps from that to 12 guineas, according to what subjects were taken.

15,071. For day scholars ?—Yes.

15,072. From the consideration that you have given to this subject, do you believe for girls it is generally desirable where circumstances admit of it they should live with their family, and receive education as day scholars, or do you think a well conducted boarding school is of itself a useful thing for the training of a girl ?—It is rather a difficult question to decide upon, because it depends so much upon the character of the families from which they come. Judging from my own experience, I should say that the standard of principle at the school at Bolham was higher than it was in the *generality* of the families from which those girls come.

15,073. You think on the whole it may be said of girls, as it is frequently said of boys, that there is an actual advantage in their being together and under proper guidance and superintendence rather than being left altogether in their families ?—Yes, I think so. There was a general feeling among the older pupils that the standard of principle was higher in the school than it would be in general society.

15,074. (*Lord Lyttelton.*) Should we not assume favourable circumstances on both sides, as in the case of boys; that both the tone and character of the homes is a fair average, and that also that they are good boarding schools; you consider that there are similar advantages in boarding schools in the case of girls to what there are in the case of boys ?—Yes, I think so; but at the same time I am aware that there are great advantages on the part of girls residing at home with their friends where the home influence is fairly good, and I admit that this would be preferable to the influence of ordinary girls' boarding schools.

15,075. There are more decided advantages in the case of boys in boarding schools than in the case of girls ?—Yes, I think there would be.

15,076. (*Lord Taunton.*) You do not think that girls acquire at a boarding school a certain hardness of manner which is not of much consequence in regard to boys, but which is more disadvantageous for the other sex ?—I have noticed that in some girls educated in the

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colleges, but I have not noticed that in girls educated in good private schools, even though those schools might be large.

15,077. (*Lord Lyttelton.*) Do you think the stimulus of emulation is too much applied in the colleges?—I have not thought of that. I think with regard to the system of teaching in colleges it would be very much better if there were more of the female element in the teaching. I think it would be a great advantage if women of good intellectual attainments took some of the higher classes.

15,078. Are the larger colleges almost always taught by men?—I know that is the case in the Queen's College. The ladies do not take the higher classes, they take quite the lower classes in the preparatory school.

15,079. (*Dr. Storrar.*) Is it not rather an attraction in these colleges that the greater part of the education is conducted by gentlemen?—I believe the parents reckon it an advantage.

15,080. (*Lord Taunton.*) Do you believe in the present state of society in England that you could find competent and sufficiently numerous lady teachers for the higher classes?—I have been told that is a difficulty, but I think such might be found, and I think their moral influence on the classes would be very valuable.

15,081. Do you believe, with regard to the middle classes generally, that the standard of girls' education is lower than it ought to be?—Yes, decidedly lower.

15,082. To what do you attribute that?—To the defective teaching in the schools, and also to the want of some standard by which to judge of home teaching.

15,083. Do you think the judgment of the parents is to be depended upon with regard to the instruction of their children?—I am afraid not.

15,084. They are rather fond of showy accomplishments and a superficial way of teaching a good many things rather than anxious that their girls should be well grounded, and taught to exercise their faculties?—Yes, that is too much the case.

15,085. Can you suggest any remedies that might be applied to this state of things in order to encourage better education for girls?—The remedy that seems to me most wanting now is the special training of teachers for the work.

15,086. In what way do you think that could be encouraged?—I think one or two large and important schools might be formed for the training of governesses, taking them for about a year after their general education is well advanced, and giving special attention to the art of teaching.

15,087. (*Lord Lyttelton.*) On the same general principles on which there are training colleges for men teachers?—Yes.

15,088. (*Lord Taunton.*) Have you at all considered the question of endowed schools, which are now, though in a very small degree, applied to the education of girls?—I only know the Home and Colonial; That I believe has had for some years a small class for governesses. I do not know the nature of that class at present, but some eight or nine years ago, when one of my cousins was there, the class of girls there were not exactly ladies by position, and that was felt to be a drawback by the higher class of governesses.

15,089. When you talk of governesses I presume you mean instructresses; you include those who would teach in schools as well as those who would be governesses in private families?—Yes; the school at Bolham is mainly for governesses in private families, but I believe it

was on account of the higher salaries given in private families to what are given to assistant teachers in schools, or else I believe there would be no objection to their taking situations in schools.

15,090. Have you at all considered the question of granting literary distinctions of an honorary nature to girls upon examination in the way they are now doing it in the University at Cambridge, as affecting female education?—I think it has had a decidedly good effect upon my own school.

15,091. In what way do you experience that?—The girls in my first class never worked so well as they did the last year when I took the Cambridge work into the classes.

15,092. (*Lord Lyttelton.*) You have taken advantage of that step on the part of the University of Cambridge?—Yes.

15,093. It is only just begun?—Only just begun. Four of my pupils went up, and three passed. Others could have gone up, but were not allowed to do so by their friends.

15,094. You anticipate good results from this measure?—Very much so.

15,095. You see no objection to it?—None whatever.

15,096. You say there is a want of a standard of education with regard to girls, whether in private education or in schools. Do you think that as well as other inconveniences would be met to a great extent by the establishment of a good training system for governesses?—Yes, I think it would be.

15,097. The course of studies marked out in such training schools would be itself a standard of education?—I am not sure whether it would not be better for the training schools that I am thinking of, to be for the special purpose of training teachers who had already made good advance in their separate studies before.

15,098. The fixing of a general standard for a girl's education would be much the same thing as fixing the course of studies and system to be pursued in these training schools?—Yes, it would be.

15,099. With regard to a girl's education compared with a boy's, is it not almost inevitable that in the minds of parents they should attach more importance to the boys' intellectual advancement, with reference to their progress in life, than to that of the girls?—Yes; I think in a large family the boy's education is seen to first, and that of the girls is left till afterwards.

15,100. How long had you this school near Tiverton?—Six years.

15,100*. At what age did these young ladies generally come to you?—Not under sixteen.

15,101. How long did they stay?—They stayed generally two years.

15,102. Could you get good governesses' places for them at about the age of 18?—Yes, but a good many came about 18. None might come under 16, but they came up to 23 and 24. Some had been out in situations previously, but not having sufficient information they came to finish their studies.

15,103. Are there any distinctions, favourable to one or the other, that you observe in the education of girls in the public colleges and in the private schools?—I think that in the public colleges they need more unity of plan in the classes. Each master teaches and examines his class according to the plan that he thinks best, and there seems to me a want of unity in the whole teaching and arrangement of the work in the colleges. I speak more particularly, perhaps, of Queen's College, as I was educated there.

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15,104. There are only a few such colleges in the country ?—I only know Queen's College and Bedford College.

15,105. What you said applies to those two ?—Yes.

15,106. Are the private schools favourably distinguished from the colleges as to unity of plan ?—Yes, there is more unity of plan.

15,107. What main difficulties do you think there are in the state of opinion in this country, and in the state of society, in the way of raising the standard of female education?—Partly the indifference of the parents. I think in many cases it would be that. I think if girls were always put into the right way of studying, that they would take a great deal more interest in their studies.

15,108. Do you think that if girls were better trained and educated as governesses, it would improve their social position ?—Decidedly.

15,109. Do you think those that have a demand for such services would be willing to pay more than they now pay for the services of governesses if they were better prepared ?—Yes; I feel sure that many would be willing to do so, if they found they could thus secure sound and careful teaching.

15,110. (*Mr. Acland.*) I think at present the payment for accomplishments is out of all proportion to the payments for sound general powers of education ?—Yes, it is.

15,111. (*Lord Lyttelton.*) Do you consider that private governesses in this country, as a class, are under-paid ?—Yes, decidedly so.

15,112. What is the religious system at Bolham ? Had you a chaplain connected with it ?—No, the religious teaching was mainly placed in my hands.

15,113. You had not the regular assistance of a clergyman ?—No, the clergyman visited the school twice a year to satisfy himself that the pupils were thoroughly instructed on that point.

15,114. That was your own private arrangement with the clergyman ?—It was Miss Heathcoat's arrangement.

15,115. (*Dr. Storrar.*) You say that no girls were admitted to your establishment at Bolham under the age of 16. What qualifications, in point of education, did you require them to possess ?—We required that they should have a knowledge of the elements of English, and the elements of French and music.

15,116. Was the education there conducted entirely by yourself and female assistants ?—Yes, we had no masters; from the position of the village, it would have been difficult to get any masters.

15,117. I observe that you taught English, French, German, Latin, drawing, and music; I presume arithmetic also ?—Yes.

15,118. What was the usual course of instruction; did all these girls learn French and German ?—They were not allowed to learn German unless they had attained some proficiency in French.

15,119. French had the preference ?—Yes, they were to learn French the first thing when they came, thoroughly, if they were not well acquainted with it already.

15,120. (*Lord Taunton.*) Did they learn Italian ?—The bare elements of Italian.

15,121. (*Dr. Storrar.*) What proportion of them took Latin ?—I think about two-thirds of the school.

15,122. How far were you able to carry them in the course of the two years' instruction in Latin ?—We did not take them far; it was merely the elementary part with a view to their taking little boys before they went to school.

15,123. (*Mr. Acland.*) Will you state, shortly, what method you

adopted, or what books you used ?—We used Henry's first and second Latin book.

15,124. (*Dr. Storrar.*) What grammar did you use ?—I am not quite sure of the name of the grammar ; I did not teach Latin myself.

15,125. The object you had chiefly in view was to prepare these governesses for the preparation of boys at a tender age, and not so much with a view to carrying the matter far on with the ladies themselves ?—No, it was with regard to its usefulness in the teaching of little boys.

15,126. Did you carry it sufficiently far to make the knowledge of Latin reflect beneficially on the instruction in English ?—Yes, we did carry it as far as that.

15,127. With regard to arithmetic, I suppose you went through all the rules of arithmetic ?—Yes.

15,128. Did you go into mathematics at all ?—No ; we found generally that the girls came so ignorant of arithmetic, that we could not take them on to mathematics.

15,129. (*Mr. Acland.*) What book in arithmetic did you use ?—Colenso's arithmetic ; latterly we used Barnard Smith's as well.

15,130. (*Dr. Storrar*) I suppose you took up history ?—Yes, we we paid great attention to history.

15,131. And geography ?—And geography.

15,132. Your musical instruction I suppose was directed with a view to make it thoroughly fundamental rather than mere playing ?—It was ; we generally had it taught by a German lady, who taught harmony as well as music.

15,133. Have you had any experience in the education of ladies which would enable you to form a very decided opinion as to the advantage of teaching Latin or mathematics to ladies ?—I think it would be a decided advantage for girls who were advanced enough in arithmetic to study mathematics, as it would give them precision in the expression of their ideas and accuracy, which they very much want.

15,134. (*Mr. Acland.*) Would it not also give them an insight into the principles upon which arithmetic rests ?—Yes.

15,135. (*Dr. Storrar.*) And with regard to Latin, probably with the same view ?—Yes, I think it would be very useful in the education of girls generally.

15,136. In fact you would be an advocate for carrying the education of the middle and upper class women up to something, if not absolutely parallel, still more nearly parallel with the education of boys than now obtains ?—Yes, I would.

15,137. (*Mr. Acland.*) Could you point out, taking the female character altogether into account, any points in which you would make a distinction between the education of girls and the education of boys ?—I think the generality of girls could not go so far in mathematics and classics as boys, because though they are quick at learning, they are not capable of applying themselves for such long spaces of time.

15,138. What I meant rather was not as to the capacity of girls, though that is very important, but with a view to attaining the best results for the female character, bearing in mind that girls are to be wives and mothers. Could you point out any objects which it is very important not to lose sight of in the education of girls as distinguished from boys, assuming that considerable attention is to be given to the intellectual cultivation of girls as well as boys ?—I think it is important that girls should carefully study one or more accomplishments

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of some kind with a view to the cultivation of refinement of character, where there is any taste for such accomplishments.

15,139. With regard to the preservation of the simplicity and modesty of the female character, could you point out any distinctions to be borne in mind as to the amount of emulation, or any other point which has occurred to you?—I do not think that emulation would affect girls on that point if the whole character of the teaching and influence were good.

15,140. Is there not some little risk from the excitable character of young girls that emulation which would not be at all injurious to boys would over excite and stimulate girls?—From my own experience I should say not. The girls never seemed to be unduly excited at any of our ordinary examinations.

15,141. (*Dr. Storrar.*) Have you had any experience of teaching little boys and little girls together?—No; we have never tried that, and I have had no opportunity of knowing how it works.

15,142. Did you attach any importance at Bolham to needlework and other domestic occupations?—We considered that domestic occupations were better studied at home. We considered that we had no time for needlework in the general course of school teaching, as the girls who came there came for two years, and had to do so much in the two years that we could only spare sufficient time for their keeping their wardrobes in proper repair.

15,143. They came there for a special purpose?—Yes.

15,144. (*Lord Taunton.*) In the school which you propose to establish in the north of England, do you expect that you will deviate very much from the course of education which you pursued in Devonshire?—No; I should pursue much the same course of education. In course of time I might get a few young ladies who were going to be governesses, and form a special teacher's class for them, but that is only an idea I have for the future.

15,145. (*Lord Lyttelton.*) You spoke of teaching the art of teaching; did you teach it theoretically, besides practising with the children?—Yes; two or three times a week I gave them short oral lessons on the subject, making them write careful abstracts, which I looked over afterwards, and they also wrote out model lessons for me.

15,146. (*Dr. Storrar.*) I presume in this establishment at Gateshead, which you propose to conduct, your idea would be to endeavour to secure thorough mental training for your girls in contrast to what is too common,—the mere power of displaying accomplishments?—Yes; that would be my aim.

15,147. That would be the principal object you would have in view?—Yes.

Adjourned.

Tuesday, 20th March 1866.

PRESENT :

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, BART., M.P.
DEAN OF CHICHESTER.
REV. FREDERICK TEMPLE, D.D.
EDWARD BAINES, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Rev. B. B. HAIGH, LL.D., M.R.A.S., called in and examined.

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15,148. (*Lord Taunton.*) I believe you are at the head of a considerable school, which goes by the name of Bramham College, near Tadcaster? —Yes.

15,149. How long have you been connected with that establishment? —I have been 22 years at Bramham, but prior to my removal to Bramham I was eight years at Grimston Lodge, which is about four miles from my present residence.

15,150. It is strictly a private school, is it not?—Yes.

15,151. Is it your own property?—No, it is not my own property. Lord Headley is the proprietor.

15,152. (*Mr. Baines.*) You mean of the house?—Yes.

15,153. (*Lord Taunton.*) You rent the house?—Yes.

15,154. You have the absolute control of the school?—Yes, entirely so.

15,155. I believe you are not a member of the Church of England? —No, I am an Independent.

15,156. You are a clergyman?—Yes.

15,157. Your school is a boarding establishment?—Yes, strictly so. I had forgotten to state that my two sons are partners with me. They are members of the Church of England, and graduates in honours of the University of Cambridge.

15,158. (*Lord Lyttelton.*) Are they clergymen?—No.

15,159. (*Lord Taunton.*) How many pupils have you?—We have averaged about 100 during the last 22 years.

15,160. Will you allow me to ask you what is the annual expense of education to a pupil at your school?—That depends on circumstances. Some of my pupils require one room each, some two; and as these rooms are neatly furnished and supplied with fire and gas at my own expense, the extra charge for such accommodation does not bring any considerable advantage to myself. The ordinary terms, without extras, amount to 45 or 50 guineas per annum, according to age. Pupils with one room pay 75 guineas, those with two 100.

15,161. (*Mr. Baines.*) Your own education, I think, was under the Rev. James Bennett, D.D., and Rev. Thomas Smith, M.A., at Rotherham College?—Yes.

15,162. Your sons, I think you say, are graduates of the University of Cambridge?—They are.

15,163. They were in the tripos, I think?—Yes, the elder in the mathematical and the younger in the classical.

15,164. You have no large town near you?—No; Tadcaster is the nearest.

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15,165. Is that some miles distant?—About four miles.

15,166. Your locality is entirely a rural district, selected for its healthiness?—We have a limestone soil, and it is supposed to be extremely healthy. We are in the centre of Bramham Moor.

15,167. Your school is altogether a boarding school?—Entirely so.

15,168. Will you tell us something about the accommodation of your school? Is the house a good house?—The house is an old baronial mansion. The general style of it is Elizabethan. It has three rooms in width, except in the centre, where there is an open space to admit air and light to the back rooms of the middle part of the house. It is strongly built and very convenient.

At right angles with the northern extremity of the house I erected the educational portion of the establishment, the first part of which consists of a centre and two wings. The hall, or centre room, in which there is a good organ, and where all may assemble when required, either for work or worship, is 60 feet in length, 25 in width, and 24 in height. The east wing has on the ground floor two dressing-rooms, in which every boy, except those who have private rooms, has his own division for his linen and clothes. On the second storey, and over the rooms just enumerated, and on a level with the floor of the hall (under which are open cloisters), are two class-rooms, with a piano in each. Over these on the third storey are four private rooms for senior pupils. In the west wing, and on the ground floor of it, is the wash-room for all except those who have private apartments. In this lavatory are 20 basins, each supplied with cold and hot water. The second is the towel-room, in which every boy's space is marked out for him and numbered. The two rooms over these are class-rooms, and the four rooms on the third storey, over the two last, are private apartments for pupils who may require them.

The bedrooms are arranged in corridors, and at the end of each gallery is a master's sleeping apartment, who has the care of the boys belonging to his division; and up to the time of his retiring all the rooms are inspected at intervals not exceeding half an hour and sometimes less. The cubic capacity of the bedrooms for 115 persons, which is the aggregate of masters and pupils at present, is 51,408 feet, carefully measured. The ventilation of each room is said to be very effective by those whose business it is to be expert in such matters.

Every division of the house, as well as every stable and cattle shed, is well supplied with good water. A steam engine, put up under my own direction, which works two pumps that lift *spring* and *river* water to every part of the premises, supplies also abundance of water for flushing the *drains*, a matter that will perhaps be deemed of no small importance to the health of a large family.

The engine is likewise made to clean shoes and knives, to churn the butter and grind the coffee, which stands for serious work here. It also works the washing and mangling machines, an immense saving of hard work to the servants, who are thus left with more time for attending to the various minutiæ which affect so seriously the domestic comfort of every household.

The gas we use is also made on the premises. It not only gives light to every room in the establishment, but likewise diffuses warmth through every corridor and bedroom, and thus renders the contrast between the schoolroom and bedroom less violent. Attention to this fact I hold to be of great importance for the prevention of colds, often the prolific source and pioneers of all kinds of disease. In winter time, or continuous damp weather, the gas is lighted in every sleeping room at 6 o'clock. *Fresh air is indispensable*, but fresh air is saturated with damp at this

season of the year, and lighting the gas in the galleries and bedrooms at 6 o'clock relieves the house of it before the boys go to bed. Thus the temperature in which they sleep varies but little from that in which they work, and hence the reason, in my opinion, why we have so few bad colds at any time. It may not perhaps be improper to repeat that the rooms are all well ventilated.

In conclusion I may take the opportunity of stating that whilst I have pulled a great deal down, I have built up a great deal more.

15,169. May I ask what outlay you have made upon those premises to adapt them to your purposes in the course of years?—A little more than 20,000*l.*, including the outlay on furniture, and the money I have expended in improving the land.

15,170. Have you a farm connected with your establishment?—Yes; we have about 120 acres available for farming purposes. Our number of cows is sufficient to supply us with the milk and butter consumed by the household.

15,171. Do any of your pupils avail themselves of instruction in agricultural matters?—Yes; we have had several during the last 20 years.

15,172. You pay considerable personal attention to the farm, as well as to the school?—A few years ago I did so, more than I do now. My sons pay more attention to the farm at present than I find myself able to do.

15,173. The schoolroom is one that was built by yourself?—Yes, entirely. It is very handsome and commodious.

15,174. Have you a considerable library?—Yes; it might be so considered as being the library of a private individual. It may amount to about 11,000 volumes.

15,175. Are the boys' sleeping-rooms large domitories, or have you a number of smaller ones?—No; they are not large. I disapprove of large ones. I think large dormitories take off that edge of delicacy which one would like to keep up and foster in the minds of young people. The bedrooms are small, seldom containing more than five or six occupants in the same room, and sometimes only three.

15,176. (*Lord Lyttelton.*) Have you ever less than three?—Yes, we have sometimes two.

15,177. Is it ever the case, when two boys are in a room together, that they are not brothers?—Only when they are brothers, and not very old.

15,178. (*Mr. Baines.*) Have you a gymnasium connected with your establishment?—We have. This room and the cloisters are used in inclement weather for playrooms.

15,179. With means for athletic exercises of various kinds?—Yes.

15,180. Is it a pretty complete one?—Yes; at least it is considered so.

15,181. Have you athletic exercises taught?—Regularly.

15,182. By a master every day?—No; twice a week.

15,183. Have you a large playground?—We have a large playground in immediate connexion with the schoolrooms, and besides that there is a large cricket-ground in our own park.

15,184. You are close upon the Bramham Park?—Yes; we are only separated from it by a boundary wall.

15,185. And you have access there for the boys?—Yes; we have the privilege of walking there whenever we think proper.

15,186. So that with the farm, the park, and good playground, there is a very considerable range for your boys?—Yes.

15,187. Is it the result that you succeed in maintaining good health among them?—Yes; we have been as long as 12 months without

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requiring a bottle of medicine for any single boy. It is very seldom indeed that we have any occasion for medicine. A medical gentleman is, however, in attendance every alternate day, whether his services are required or not.

15,188. I believe you are competent to the teaching of the ancient languages, and several of the modern, oriental, and European languages?—Before my sons came home I usually taught the first classes in Latin and Greek. Since they came home the one takes the junior classics and the highest mathematics, and the other takes the highest classics and the subjects requisite for public examinations.

15,189. What do you, as principal, now take as your own department?—I confine myself now principally to the oriental languages, and to the examination of all the other classes in the house.

15,190. May I ask what oriental languages you teach?—Within the last 12 months I have taught classical literature in Persian, Hindustani, and Arabic; along with easy authors in Sanskrit. At present I am teaching Hindustani and Arabic. In addition to these I also teach Hebrew and its cognate dialects.

15,191. Have you had pupils who have passed the examination for the Indian service?—Yes; there are several in India now; one has just gone from Sandhurst.

15,192. They were successful, therefore, as pupils?—Yes; we have been fortunate enough to avoid having any plucked hitherto.

15,193. You are familiar, I think, with most of the European languages?—Perhaps I may say so; at least I have crossed the North Sea and the Channel a great many times for the purpose of bettering my acquaintance with them.

15,194. What is your staff of teachers? You have stated yourself and your two sons—what additional teachers have you, resident or occasional?—Besides myself and sons we have five resident masters, so that there are eight of us altogether in the house.

15,195. What are they?—At present two of them are University men.

15,196. What departments do they take?—Some take Latin and some take Greek, and ordinary English subjects; some take French and German, with higher English subjects, such as chemistry, geology, and natural philosophy, and the composition of themes, both in prose and verse. Our foreign master was educated at one of the German training schools for masters.

15,197. You have occasional teachers also?—We have five occasional ones, besides special lecturers.

15,198. For what departments?—The occasional ones are for drawing, gymnastics, fencing, dancing, and drilling.

15,199. Have you a librarian?—Yes.

15,200. Do you make any difference in your pupils according to their destination in life, some being trained for professions and some for commercial life?—I do not recommend it, inasmuch as for the most part it is difficult to say what a boy's ultimate destination in life may be; but if his education be conducted on a sound and liberal scale he will succeed all the better, whatever may be his future profession or calling.

15,201. Do you teach the classics to those destined to be tradesmen?—In most cases.

15,202. Do you always teach Latin?—We have very few boys who do not learn Latin; there are some, but not many.

15,203. And always Greek?—No; not many learn Greek.

15,204. Is it a small number to whom you teach Greek?—We have not often more than 20; sometimes we have more.

15,205. They, perhaps, are destined for the professions?—Chiefly so. There are some whose parents have studied the classics in early life, and they, though merchants or tradesmen, require their sons to learn Greek as well as Latin.

15,206. From what you have stated I suppose we must infer that your pupils are chiefly from what we may perhaps call the upper middle class?—Yes.

15,207. And they come from all the country round?—Yes.

15,208. From various parts of Yorkshire?—Yes, and from the neighbouring counties, especially Lancashire; we have also pupils from Scotland, and have had pupils from Hamburgh, St. Petersburgh, Cronstadt, Rio de Janeiro, Rio Grande, Buenos Ayres, Australia, and India.

15,209. Do you teach what will qualify a man for commercial life; for instance, I hope you do not neglect arithmetic?—Yes, we think we have a very special course for commercial life; we attach great importance to a sound acquaintance with arithmetic.

15,210. By paying great attention to arithmetic?—Yes.

15,211. Do you teach book-keeping?—Yes, about three-fourths of the boys learn book-keeping.

15,212. You have stated that you teach mathematics?—Yes.

15,213. (*Lord Lyttelton.*) Do you teach mensuration, land surveying, or anything of that kind?—Yes, both theoretically and practically.

15,214. (*Mr. Baines.*) Have you any instruction in any branches of science?—We do not profess to pursue scientific subjects to any great extent, indeed we are not permitted to do so, for in general there is not time for it; we endeavour to make the two senior classes tolerably well acquainted with Comstock's Manual of Natural Philosophy, Page's geology, and Fownes's chemistry.

15,215. You do not find that you have time to pursue science far?—We are not allowed, otherwise we should make provision for pursuing it still further.

15,216. What do you mean by saying that you are not allowed?—Many parents object to it.

15,217. You consult the parents, and find that they are not disposed to the pursuit of natural science?—Yes.

15,218. Is the religious instruction attended to?—Yes, we are very careful in our attention to that. The Scriptures are read twice every day; we have no particular formula of doctrine, but we go through a system of theology in words taken from the Scriptures themselves. We begin with the attributes, then go on to the Fall of Man, to his recovery by our Lord Jesus Christ, the doctrine of the Trinity, the offices of Christ, the personality and the work of the Holy Spirit, and then proceed to the preceptive as well as the doctrinal portions of Christianity. Each boy is required to write out and carefully commit to memory six passages of Scripture in illustration and proof of the doctrine to which the attention of his class has been directed. This is our regular work on the Sunday afternoon.

15,219. You have daily worship, morning and evening?—Yes.

15,220. And on Sunday do the boys attend places of worship?—The sons of churchmen go to Church, the sons of Wesleyans to the Methodist chapel, and those of the Congregationalists to the Independent chapel.

15,221. You have the means of sending them under due care to those respective places?—Yes, under the care of masters.

15,222. (*Lord Lyttelton.*) If there happen to be places of worship within reach, they have the opportunity of going to them?—Yes, there is the Church and a Methodist chapel in the village, not very far off; and there is an Independent chapel about a mile and a half from us.

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15,223. (*Mr. Baines.*) Have you divine service on any part of Sunday conducted by yourself for the whole of the scholars?—Yes, in the evening. Sometimes the lecture is on the subject which the verses selected for repetition are intended to illustrate, and sometimes on the narrative parts of Scripture.

15,224. I may assume that you attach much importance to religious and moral instruction?—Yes. I think it would be very difficult, if not impossible, to govern any large establishment well, except on the principles of religion and morality; the morality of the gospel.

15,225. Have you sent up any of your scholars to the Oxford and Cambridge middle-class examinations?—Yes, almost from the time of their first establishment.

15,226. Which of them do you prefer?—My sons may naturally be expected to lean to Cambridge being Cambridge men, but they appear to think that they have better reasons than that for giving the preference to Cambridge.

15,227. Do any of your pupils go for matriculation to the London University?—Yes some; but the chief part go to Cambridge.

15,228. Being naturally directed there by your sons being graduates of that University?—Yes.

15,229. May I ask if they have been tolerably successful at the examinations?—We have not yet had a single failure; and only three that have not graduated in honours at that University. Amongst those of my pupils who have graduated at the London University, the Hon. Judge Hargreave holds a distinguished place. With respect to the local examinations it may be observed, that during the last two years we have passed 11 out of 12 sent up, of whom one obtained 1st class honours, two 2nd class honours, and one 3rd class honours.

15,230. Where parents object, do you not send the pupils?—No, we cannot do so unless parents permit, and unfortunately we cannot always get permission to send those who are most likely to do us credit.

15,231. So that in the case of some of your best pupils you are not permitted by their parents to send them to those examinations?—No, boys we would like to send we cannot send; I do not mean that it is universally so, but it is principally so.

15,232. Can you state what are the *motives;* is there any leading motive that induces them to shrink from it?—No, I do not know what can be the reason, unless it be this, that you have to take certain subjects in order to pass that may not in their estimation be so well for the boy as a general education would be. You have to study some things specifically; they fancy this time divided over a wider range, perhaps, might be more useful. I have heard some say something like that.

15,233. You have stated the terms for some of your higher class pupils; what are the terms for the ordinary pupils of the school?—The terms of the ordinary pupils are from 45 to 50 guineas.

15,234. Is that exclusive of extras?—Yes. The following branches however are extras, viz.:—Engineering, pencil and water-colour drawing, music, dancing, fencing, and broadsword.

15,235. (*Lord Lyttelton.*) Have the boys the use of the 120 acres of the park for play-ground?—About a third of it is in tillage; they have the free use of all that is not under the plough.

15,236. Do you teach the oriental languages generally, or only to the boys who are preparing for the Indian examination?—Only to those whose destination for life require them.

15,237. Who do you consider require them?—Those who are going out to India, or some other countries in the east.

15,238. What is the range of the age of the boys?—From 8 or 9 to 19 or 20.

15,239. How many in a year go to the Universities?—It is somewhat difficult to strike an average. Sometimes we have none that go, at others three or four, and occasionally half a dozen.

15,240. Would half a dozen be about as many as generally go, or the maximum?—Six would be too many to take as an average; half the number would be nearer.

15,241. Are there any who stay with you till 18 who are not going to the Universities?—Yes; those who go to India seldom leave before they are 18 or 19, and sometimes those who are going to business, but not many.

15,242. Those who are going to business would go about 16 or 17?—Yes, from 16 to 17 is about the average time.

15,243. Have you sons of farmers?—Yes, we have had many who have received part of their instruction in the house, and part of whose time has been occupied in farming.

15,244. Probably they are the sons of rather extensive and wealthy farmers?—Yes, they are so for the most part.

15,245. How long do they stay with you?—That depends upon circumstances. Some boys have more education at 16 than others at 18. If a boy is rather slow, perhaps he stays a year or two longer than the ordinary time.

15,246. You give them some special instruction in farming?—Yes; theoretical instruction is given in agricultural chemistry, and practical instruction in the mixing of chemical compounds, as food for the crops we wish to grow.

15,247. At what age do you begin that?—With the theoretical part we begin at about 13, and with the practical at 14 or 15, according to the intelligence and physical strength of the boy.

15,248. Is fourteen the youngest age at which they begin the practical learning of farming?—Yes, not before; and even then their physical powers are but lightly taxed for some time at first; and some do not begin the practical part until they are 15 or 16.

15,249. Is there an option with the parents whether they shall learn Latin?—No boys learn Latin without the permission and approbation of their parents.

15,250. Is it optional with the parents?—Yes; quite so.

15,251. You said the great majority learn Latin?—We have very few who do not learn Latin. I should say on an average not more than 10 or 12.

15,252. You would advise it for all of them?—I always do advise it. I would not have a boy that did not learn Latin if I might have my own will in the matter.

15,253. Do you attach importance to it with regard to the upper middle class on the same ground as is attached to it with reference to the upper class?—Yes, I do, both as an important means of mental discipline and as supplying a literary power, the want of which cannot fail to be the cause of much inconvenience and loss.

15,254. What modern languages do you teach?—The French, Italian, Spanish, German, and its cognates. Nearly all my pupils learn French, and a great number learn German.

15,255. Do you find the wish to learn German on the increase?—No; so far as my own experience is concerned, I think it rather on the decline. At one time, and that for many years, the whole of my boys, with very few exceptions, learnt German. I should suppose that now not more than one half learn it.

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15,256. Are you aware on what account the parents of those boys value the learning of German ?—I should think chiefly for the help it supplies them in the management of their commercial transactions.

15,257. (*Lord Taunton.*) Your part of the country has, I believe, a great deal of commercial communication with Germany ?—Yes, a great deal.

15,258. (*Lord Lyttelton.*) On what ground do they value the knowledge of French ?—I should think chiefly as an accomplishment, and some because they require it in their business.

15,259. Do you think they value it for social purposes, with a view to travelling and intercourse with foreigners ?—I think there can be no doubt of that, in the case of the greater part of them.

15,260. Do any of them learn Italian ?—Yes, some learn both Italian and Spanish, but not many.

15,261. That is probably for literary purposes ?—Partly so, but I think in the case of the majority of those of my pupils who have learnt these languages it has been because they were going to the countries where those tongues are spoken and for the purposes of commercial correspondence. For instance, I have a youth now who is going to Syria, and he is learning both Italian and Arabic.

15,262. Do any learn Greek except those who are going to the Universities ?—Yes, but their number fluctuates more than in any other branch of study.

15,263. Do you recommend Greek in the case of a boy going to a mercantile profession, and who expects to leave you at about 16 or 17, a boy of average abilities ?—I should recommend a boy of good abilities to learn Greek.

15,264. I said average abilities ?—I can hardly say I should, notwithstanding my partiality for Greek, unless sufficient time for it were given.

15,265. Do you think, ordinarily speaking, there is time enough at that age ?—No, I do not, unless a pupil commences early and finishes his education at the same school. In that case, if the instruction is good in every department, I think he may acquire a useful and very respectable acquaintance with Greek and many other subjects not usually taught at that age, which he cannot if he is changing his school every two or three years.

15,266. What is the proportion of the denominations to which the children belong; are the majority of them of the Church of England ?—I should say that the Independents and those of the Church of England are about equal.

15,267. How many of each ?—Nearly 50 of each.

15,268. Have you any Unitarians ?—No.

15,269. Any Quakers ?—Nor Quakers.

15,270. Nor Roman Catholics ?—I have had both Unitarians and Quakers and Roman Catholics. I have also had Lutherans and the sons of members of the Greek Church.

15,271. Do you mean foreigners ?—Yes.

15,272. In the case of Unitarians or Roman Catholics have their parents made any stipulation with regard to religious teaching ?—No, none.

15,273. They have trusted it to you ?—Yes, entirely so.

15,274. Do you keep the religious teaching entirely in your own hands ?—I do entirely; I never allow anything sectarian to be introduced; I confine my doctrinal teaching entirely to Scripture teaching.

15,275. Do you explain the Scriptures to them ?—Yes; very carefully,

especially the Greek Testament; all sectarian moot points I avoid, and also matters of Church government.

15,276. You lecture on the Scriptures? — Yes, on Sunday evenings.

15,277. Do you explain it according to your own sense of it?—Yes, I endeavour to explain it according to what I believe to be the scope and truth of the passage in question, Scripture interpreting Scripture.

15,278. You do not mean to say literally that you never explain Scripture except in the words of Scripture?—No, I do not mean to say that, but according to the general tenor and canon of Scripture.

15,279. (*Lord Taunton.*) You render your teaching as little polemical as possible?—Yes; I believe it possible to make bigots by making non-essential peculiarities of great importance, instead of dwelling on the great facts and doctrines of the Gospel, which are calculated to make intelligent Christians.

15,280 (*Dr. Temple.*) The subjects which the boys are to learn are to a very great extent decided by their parents, are they not?—Yes, to some extent they are.

15,281. Do you not find that that rather breaks up the organization of the school?—Yes, it does in some respects interfere with the plan according to which I should prefer to work; but what is to be done? when I cannot do as I would I must then do the best I can.

15,282. Can you describe what the organization of the school is, because it must be exceedingly difficult to organize a school for such a purpose?—No, I do not think it need be necessarily so; for when we have a number of boys who do not learn Latin, or any language at all besides their own, I place them under the tuition and guidance of one or more good English masters, as their number may require. The boys who learn Latin and other languages are divided amongst the rest of the teachers, who are capable of teaching them. In this way I find no great difficulty in classifying the pupils.

15,283. Supposing the decision was left absolutely in your own hands, what would you consider the best education for the class of boys that come to you, what would you make the staple of the instruction?—I happen to be one of those who think that no education can be too liberal, if good of its kind. I do not see why at school there should be one education for the tradesman and another for the professional man; I think the one stands in need of quite as good an education as the other.

15,284. I do not mean the quality of the education, but the subjects of the education. What would be the subjects of education you would make the principal subjects of your school?—If I could have my own way in the matter, I would have every boy learn Latin, Greek, French, and German who had the time and ability to acquire them.

15,285. Those four subjects would be the staple?—Yes, for languages.

15,286. But that would not be all that you would teach them?—Certainly not; I would have their attention directed to a course of English subjects, such as arithmetic, mensuration, land surveying, book-keeping, history, geography, writing, and grammar and the composition of themes.

15,287. Would you teach those subjects to all boys alike?—Yes, to all who had time and opportunity for learning them. I think all boys require some knowledge of those subjects, and many a special acquaintance with them, nor would I neglect at least an introduction to some of the natural sciences, as I have already stated.

15,288. Would you allow of any divergence from your general

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scheme in order to suit the requirements of boys who are going to special occupations, or would you educate them all precisely alike, and leave them to learn what was required for their special occupations in the occupations themselves?—So far as I could do it, I should be willing to take anything that was special, but I think that boys ought to be educated in certain things, and that these things ought to be a *sine quâ non*, if you could have your own will. For instance, botany is a special study, and Latin an important branch of ordinary education. Would it be wise to give undue attention to botany at the expense of Latin whilst a boy is at school? Would not such undue attention to the subject in question at such a time damage his future progress in the branch of which it was his intention to make a special study, viz., botany itself?

15,289. You would allow divergence only to a very small extent?—I do not think it possible to allow much of it at school without doing harm to the pupil.

15,290. (*Dean of Chichester.*) You have one system of book-keeping; do you find that sufficient, because the different commercial establishments vary very much in their system?—The chief requisite in book-keeping seems to me to consist in knowing how to state debtor and creditor with correctness and ease. All other details are mere matters of arrangement, which will easily adapt themselves to any business whatever. I find, however, that my pupils have been working from five or six different systems.

15,291. (*Dr. Storrar.*) In fact you probably look upon book-keeping more as a system of logic?—I think it very useful in relation to the topics I have just mentioned, as well as for supplying good exercise in ready computation, affording useful practice in writing and teaching how to manipulate such books with ease, all of which will be found useful acquisitions in the business of real life.

15,292. What is represented in the difference of terms paid by different boys, is it a difference in education or in domestic accommodation?—Chiefly in domestic accommodation, but not entirely so.

15,293. So that in fact those boys who pay commonly from 45 to 50 guineas a year have in point of education the same advantages as those that are given to all the rest?—Not exactly so, because the pupils that have private rooms can avail themselves of the privilege of going to work after supper, or during holydays, under the superintendence and with the help of a master, when they have any special work on hand, such as preparing for public examinations, &c., &c.

15,294. So that in fact those boys that pay the higher fee have helps which the boys who pay the lower fee have not?—They have helps to the extent I have just stated; they are also entitled to receive lessons in riding and driving.

15,295. They are taught in the same classes?—Yes, in the same classes.

15,296. And the same subjects?—Yes, so far as they can be taught in the regular school hours; but those that have private rooms, who consist of the elder boys, can have special instruction in any branch of study during the special times already described above.

15,297. Would a boy who paid the lower fee be able to get that advantage by paying extra, or must he mount to the higher terms?—He can obtain the advantage by paying extra fees.

15,298. What is the condition on which boys enter the school? Have you any test?—No.

15,299. Would you take a boy and teach him to read?—No; I should

object to do that. When boys can read I do not refuse to receive them, and the sooner they come the better. A good opportunity is thus afforded us of making them acquainted with first principles and of laying a good basis for further acquisition.

15,300. Do you find it an obstacle in the education given, the short time during which the boys remain with you?—Yes; in those instances in which a boy comes to "finish," as it is termed, and we find he has to begin with first elements, it is not often the education of such can be brought to a satisfactory issue.

15,301. (*Lord Lyttelton.*) You do not require them to know how to write before they come to you?—We do not teach the elements of writing.

15,302. Must they then know something of writing before they come to you?—Yes, certainly; we require a boy to be able to do the mechanical part of both reading and writing before his admission.

15,303. (*Dr. Storrar.*) Assuming that they come to you able to read and write, what proportion take the entire of their education with you?—I should think from 60 to 70 per cent.; very possibly more.

15,304. Then those that come to you to finish are few?—Yes, comparatively so, for nearly all that begin with us finish with us.

15,305. (*Lord Lyttelton.*) Yours is the first school with most of them?—Ours is the first boarding school with many of them, and with very few exceptions the last.

15,306. (*Dr. Storrar.*) Supposing a boy of fair abilities comes to you able to read and write, what is the first thing you set him to?—We set him to the elements of Latin and to such branches of initiatory English as he is able to take along with it, unless the parents have some special objection to Latin; but this is not often the case when the boys come early.

15,307. You would make Latin to a great extent the groundwork of your education?—I would make Latin a very important element in the education of all over whom I had control, if they had ability enough to learn it.

15,308. You do not begin, as some educators would prefer, with English and a modern language?—No. With respect to languages, I would begin with Latin. It is often said that Latin is distasteful to boys, but I think that depends very much upon circumstances. I think it possible to teach it so as to make it interesting, and to give a pupil to see and feel that it is worth his while to learn Latin carefully, in consequence of the new power with which it supplies him to learn modern languages with greater rapidity and ease. He may also be taught its value as a means of enabling him to analyse, write, and comprehend his mother tongue, as well as to read the works of the best English authors more intelligently and satisfactorily than is possible without it.

15,309. You pay a good deal of attention to book-keeping; have you done anything in the way of political economy—social science, as it is called?—No, nothing beyond the careful reading of a simple digest or small compendium on that science with the first two classes.

15,310. What compendiums are these?—I do not just at this moment recollect the names of the authors of them.

15,311. You are acquainted with the books of the Dean of Hereford, Dr. Dawes; do you use them at all?—No.

15,312. You say that parents are indifferent about instruction in natural science; has the value of natural science been put strongly before them, or have they a very decidedly adverse view on the subject?—As to myself, I have done little more than draw their attention t

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importance of the study; my connexions in general regard them as ornamental rather than useful to boys at school. I do not know that the parents' opposition to this subject arises so much from determinately adverse views of it as from their never having turned their attention seriously to it with a view to discover its individual and intrinsic value.

15,313. Do they know nothing of the value of chemistry?—Some do; but not many require that their sons should make it an object of special study.

15,314. I observe that you have occasionally given special instruction in agriculture to boys. Would it not be an advantage to the sons of farmers, or to other lads, who made a special study of agriculture, that they should know something of the elements of natural philosophy and chemistry?—Such do learn agricultural chemistry, and always have done so, as well as the elements of natural philosophy.

15,315. By means of books, or by experiments in a laboratory?—By both, and by being present at the practical mixing of chemical compounds for promoting the growth of various special crops.

15,316. You have a master competent to teach these subjects?—Yes; often more than one, sometimes two or three.

15,317. Are they taught by lecture or demonstration, or how?—Chemical text books are put into the hands of the pupils, and they are required to be studied so carefully as to enable them to sustain a close examination on the subjects prescribed. The master then gives a short lecture on it, and demonstrates the gist of his lecture by practical experiment. We do not pretend to anything very elaborate in these matters, and yet we must have been tolerably respectable, for we have taken as many as 11 prizes at different agricultural shows in one year for good cultivation of crops and breeding of stock.

15,318. (*Lord Lyttelton.*) Have you any corporal punishment in the school?—Not much; I have a natural dislike to it. I do not pretend to be wiser than Solomon, who recommends it when necessary, yet still I dislike it.

15,319. What is it; is it with a cane?—Yes, when inflicted at all.

15,320. Have you ever flogging?—No, it does not amount to that; nothing like such flogging as we used to get when I was a boy; three or four smart strokes, perhaps, may constitute the amount of a single punishment.

15,321. (*Dr. Storrar.*) When corporal punishment is inflicted is it for moral delinquency exclusively, or is it for idleness?—Chiefly for idleness, or for repeated acts of disobedience.

15,322. (*Lord Lyttelton.*) Wilful idleness?—Yes, for wilful idleness and wilful disobedience.

15,323. None of the boys have single bedrooms?—Yes, several of them have.

15,324. Do you think that boys, particularly of the age of 16 or 17, set a considerable value on separate sleeping rooms?—I think all boys do at that age, but especially those of gentlemanly deportment and great moral conscientiousness.

15,325. The building allows of having as many single rooms as you think proper?—Not quite that, but we have a good many.

15,326. You do not teach English grammar as a distinct study?—Yes, we do, and with great painstaking.

15,327. Distinct from the Latin grammar?—Yes.

15,328. What books do you use for English grammar?—For the most part Morell's and Mason's, with Allen and Cornwell's for the [illegible]r classes.

THEODORE WALROND, Esq., and HORACE MANN, Esq., called in and examined.

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15,329. (*Lord Taunton to Mr. Walrond.*) I believe you are secretary to the Civil Service Commission?—I am.

15,330. (*To Mr. Mann.*) And I believe you are registrar?—I am.

15,331. You have sent us in your memoranda (*see* Appendix) and the tables which are added to them so full an account of the Civil Service examinations bearing upon our inquiry, that I do not think it will be necessary to trouble you with many questions; at the same time we shall be very much obliged for any statement which may occur to you in elucidation of the papers which you have given us.

(*Mr. Walrond.*) I am not sure that there is anything of importance to add to what has been already given on paper, but there is one point upon which I understand the Commissioners wish for information, and that is as to the value of Latin as a study, so far as we are able to test that in our examinations. It is a very difficult thing for us to do; because if we were to take all the candidates who take up Latin and compare their performances in other respects with those of the candidates who do not take up Latin, it is obvious that we should be simply comparing one class of society with another. What we have done is this. We have taken one large department where the candidates are allowed to take up either Latin or French at their option. It is a large department, but still the numbers are perhaps hardly large enough to found any sound induction upon. What we find is, that the men educated on Latin are superior to the men educated on French, in spelling, handwriting, English composition, history, and what we call précis (*i.e.* drawing up an abstract of papers); and inferior in arithmetic and geography.

15,332. (*Dr. Temple.*) Can you give us the per-centage so as to show what the superiority and inferiority is?—Yes, I will hand in this table.

The witness handed in the following table:

F (*a*) Average number of marks of Candidates who have obtained two-thirds or more in French.

F (*b*) Average number of marks of Candidates who have obtained more than a half, but less than two-thirds in French.

L (*a*) Average number of marks of Candidates who have obtained two-thirds or more in Latin.

L (*b*) Average number of marks of Candidates who have obtained more than a half, but less than two-thirds in Latin.

	French or Latin.	Arithmetic.	Orthography.	Handwriting.	English Composition.	Geography.	History.	Précis.	No. of Candidates.
Maximum.	300	300	100	100	150	150	150	200	
F (*a*)	230·3	171·7	69·6	61·7	86·9	73·6	70·9	103·0	54
F (*b*)	172·4	163·8	71·3	58·3	89·1	67·8	65·8	105·8	41
L (*a*)	229·3	157·4	86·5	69·09	109·6	70·0	73·6	117·5	22
L (*b*)	164·3	147·1	76·6	61·09	97·4	61·0	74·2	118·9	22

There is one thing I may perhaps point out. Throughout the above table it will be found that the stronger set and the weaker set agree;

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i.e., in whatever subjects the better set of Latin scholars are superior (or inferior) to the better set of French scholars, in those subjects the less good Latin scholars are superior (or inferior) to the less good French scholars, which to a certain extent gives reason to think that the induction is sound. I ought perhaps also to mention that the history here referred to is what we call "general history," including that of Greece and Rome, and not, as is commonly the case in our examinations, English history only.

15,333. (*Lord Taunton.*) I presume the difference in the handwriting must be an accident?—Yes; I should think the difference in the handwriting proves nothing at all, or very little; but I think some of the other things one sees the reason for.

15,334. (*Dr. Temple.*) Are you able to state from your experience, either in the Civil Service Commission or from any other experience, what you consider to be generally defective in the education of the class of boys that come to these examinations?—The subjects on which most are rejected are the lowest subjects of all—arithmetic and spelling. But I must say that I think one reason why so few are rejected in other subjects is that the Commissioners have not thought it desirable to enforce anything like a high standard in them. For instance, I think the knowledge shown of history and geography is very slight, and with that they are obliged to content themselves.

15,335. (*Lord Taunton.*) Do you find the defective knowledge of history applies specially to the knowledge of English history, or to all history pretty much the same?—In almost all our examinations the examination in history is confined to English history. It is only in the War Office and a few of the smaller but higher departments that we go further.

15,336. (*Lord Lyttelton.*) Do you mean strictly internal English history, or including the relations of England with foreign states?—The relations with foreign states would be included; in short, all that would be found in any ordinary History of England.

15,337. (*Lord Taunton.*) Do you examine at all in what is called social science, or the application of political economy to common life?—Not at all. Our examinations are restricted to the subjects prescribed by the departments. We have no choice.

15,338. (*Dr. Storrar.*) Do the observations which you have now been making with regard to inferiority in spelling and arithmetic apply to the whole circle of examinations?—To the whole circle of examinations for the Home Civil Service; but I am certainly thinking especially of the upper class of situations and clerkships, not of the inferior situations, such as messengers and letter-carriers. It is stated in the last report very shortly what our experience as to the causes of rejection is. Perhaps I may be allowed to refer to that for one moment. "If the subjects of examination be divided into two classes, one including spelling, arithmetic, handwriting, and in the case of each department the subjects specially connected with the practical work of that office, the other comprising those which are only prescribed as tests of general intelligence and cultivation; the number of failures in those two classes has been respectively 583 and 6." Only six failures were due entirely to deficiency in subjects prescribed simply as tests of general intelligence and cultivation.

15,339. (*Dr. Temple.*) Your conclusion is, that where the education of these boys is defective it is defective in the elements?—Certainly.

15,340. Have you at all thought of what may be the cause of this?—I think one great cause of the deficiency in the two subjects which, for the large mass of our examinations, are taken as a test of education, is

a want of good text books. When I was an examiner I sometimes used to put as a question in a paper on English history, "Name the "books that you have been in the habit of reading on English history, "and give some analysis of their contents," partly with a view to seeing what knowledge they could show on the subject, but partly also in order to see what they did read; and certainly the great majority of the answers have shown that they read a very inferior sort of books, mere manuals and skeletons.

15,341. Do you find any difference between classes of schools in that respect?—I have never gone into that question. If it were thought important I think we could give facts about that.

15,342. Have you at all reflected upon anything that could be done to remedy these defects?—The only thing that suggests itself to me is the preparing and issuing of good text books, with some authority such as would enable us practically to enforce the study of them. As it is, we are obliged to address our questions in the most general way, so as to catch knowledge however acquired; but if there were a set of really first-rate text books in those subjects, I think we should be able to examine men upon them just as is done at the universities and other places.

15,343. But you would not suggest that such text books should be issued by the authority of the Government?—Not perhaps by the authority of the Government, but it struck me as possible that one of the things that this Commission might recommend would be that they should be encouraged in some way.

15,344. At any rate you would advise that the attention of the public should be called to that?—Yes.

15,345. Have you any means of judging of the effect of your own examinations upon the schools and upon the public offices; first upon the schools?—There comes in the great difficulty in all these questions, that we do not know whether it is that the persons who have the right of nomination take greater pains to go to a higher level in the different schools to get their candidates, or whether it is that the whole level of the schools has risen. I think our impression certainly is that there has been a slight but steady improvement in the performance of the candidates under examination.

15,346. The first part of your answer rather takes away all meaning from the last part?—I am afraid it must be so. If this year the candidates who come before us do better than last year, we have no means of knowing whether it is that the nominating powers have found out that they must get better men, or whether it is that they have taken the same style of men relatively to the schools, but that the schools have improved. With regard to some departments, we are aware of a cause to which part at least of the improvement may be traced, viz., that since our examinations were instituted, the department that has the right of nominating has taken care to give its candidates a long warning beforehand of exactly what would be required. Of course it is not fair to compare the candidates that come up after that warning with those who used to come up in the old times without warning.

15,347. On the other point, can you say anything as to the effect of these examinations on the public offices?—That is a point that was discussed a good deal before a committee of the House of Commons in 1860, and evidence much more valuable than ours will be found there from the heads of the different departments. I think the general *consensus* was that they were improved. Some heads of departments thought they got too good men, that they were conceited, and so on.

15,348. (*Lord Taunton.*) At all events it excludes the scandalously

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bad ones that used occasionally to get into public offices?—Yes, they were all agreed as to that.

15,349. (*Dr. Temple.*) Do you think that the heads of departments would use the same language now as they did in 1860 on that point, as to the general improvement which has been effected by these examinations?—I have no reason to doubt it.

15,350. You are aware that some of the schools maintain that your examinations, especially the more important examinations, have a mischievous effect in encouraging cram?—Yes.

15,351. And you have given us a memorandum on that very subject?—Yes.

15,352. May I ask whether that memorandum takes into account this last year?—Yes.

15,353. Do you think that your conclusions are much affected by the fact that you made a considerable change last year in the mode of marking?—Not at all, because, as is stated in the last paragraph, all the previous calculations are just as they would have been if that reduction had not been made.

15,354. Do you think that the facts which are stated here as to the subjects where cram is certainly very possible are generally known?—No, I think not.

15,355. Do you not think that the fact that they are not generally known may possibly delude a good many of the schools into making a foolish preparation for your examination?—I quite think so.

15,356. It would be advisable therefore that these facts should be known as soon as possible?—Certainly, and I believe I may say that the Civil Service Commissioners intend to make them public.

15,357. Are you able to say to what extent the principle of competition is admitted into these examinations?—That is stated in tables which accompany our last report; it is stated for every year.

15,358. Do you think that the competitive examinations have more effect upon the schools than the others?—I can hardly doubt that; I think it stands to reason, but I do not know that we have any facts that would prove it.

15,359. (*Dr. Storrar.*) Confining our observations to the examination of persons admitted to the Inland Revenue department, and to departments on a corresponding level of requirement, is it necessary that candidates for that examination should be nominated in those departments?—Certainly, no one can compete for any situation in the Home Civil Service without a nomination from some one.

15,360. What is the state of efficiency in which these nominated candidates present themselves in respect to the elementary subjects, such as handwriting, orthography, copying, simple arithmetic, and English composition?—That, I think, is stated in the tables that have already been submitted.

15,361. Have you reason to suppose that if all these appointments were made competitive, it would have the effect of applying a considerable stimulus to the education conducted in those schools from which your candidates are chiefly draughted, or may be expected to be draughted?—I think there can be no doubt of it. When we have, as on rare occasions we do have, an open competition, the performances of the candidates, at least of the best of them, are very much higher than the average of those who are nominated.

15,362. So that it would amount to this, that you have a better chance of getting efficient clerks out of an open competition than out of a close competition?—Certainly.

15,363. (*Lord Taunton.*) Do you require any proof of good moral

conduct and steady habits on the part of a young man who applies for a clerkship?—We take very great care in inquiring into their character. Every candidate has to fill up a form giving an account of himself, how he has been employed, in fact, ever since he left school, and on those facts, thus stated, we base very minute inquiries. I may, perhaps, be allowed to add that all that subject is treated very thoroughly in the ninth report of the Civil Service Commissioners.

15,364. (*Mr. Baines to Mr. Mann.*) Do the number of pupils examined from the different classes of schools which are here specified, at all indicate the whole number of pupils in those schools, for instance, you divide it into three several classes, chiefly grammar schools, private schools, and poor schools, and I find in the table on page 655, under the head of arithmetic,—grammar schools, 391; private schools, 900; and poor schools, 604. Do those figures form any approach to or indication of the whole number of pupils in the schools, or not?—I can form no conception at all as to that.

15,365. Am I right in concluding that the number in the poor schools must really be much larger than the number in private schools, the number in the poor schools, I apprehend, must be altogether considerably more than a million, perhaps a million and a half?—No doubt.

15,366. The number in the private schools, I apprehend, must be very much short of that?—I should think so.

15,367. So that if the number in private schools is 900, and the number in poor schools is only 600, you get a greater proportion of the scholars in private schools coming to your examinations than of the scholars of the poor schools?—For these classes of situations no doubt a very largely increased number.

15,368. So that perhaps that might lead to the conclusion that you have a greater number of the best pupils of the poor schools to put in competition with perhaps the average pupils of the private schools?—I think decidedly. Then there is the consideration I threw out in my memorandum, that pupil-teachers trained by the aid of Government may also come forward for these situations. They would, of course, be a select class.

15,369. And they are enumerated among the poor schools?—Quite.

APPENDIX A.

MEMORANDUM by the SECRETARY to the CIVIL SERVICE COMMISSION, on the COMPETITIVE EXAMINATIONS for the CIVIL SERVICE of INDIA.

These examinations are accused of encouraging "cramming."

If the term is used as applicable to (1) all special preparation for examinations; (2) all work done with the view of passing examinations, and with the intention of discontinuing it when they are passed; (3) all reading with private tutors; (4) all study carried on at places where different tutors teach in different branches; (5) all study of subjects not commonly taught at school and college;—if the term is used in this sense, there is nothing very formidable in the charge. For (1) boys at school and men at college almost invariably furbish up their knowledge before going in for an examination; (2) a very large proportion of the work at Oxford or Cambridge is done solely with a view to the schools, and discontinued as soon as they are over; (3) private tuition is often the only system under which a boy of good abilities, but sociable and fond of games, can be got to read at all; (4) studying three or four subjects, each under a teacher specially conversant with it, is not necessarily a less liberal

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method of education than studying all the three or four under one master; (5) the most ardent admirer of the public school system will hardly maintain that it embraces everything which it is desirable for man to know.

But if "cramming" means the process whereby a man endeavours to acquire a superficial appearance of knowing subjects of which he is really ignorant, by committing to memory a number of disconnected facts of which he does not see the bearing, by learning by rote the answers to expected questions, by studying manuals and analyses of a country's history or literature, and reproducing the information there collected as if it were of his own gathering;—can it be said with truth that "cramming" in this sense is encouraged by the Indian examinations?

A complete answer to this inquiry could not be given without a searching analysis (1) of the questions, (2) of the answers, (3) of the marks given to a large number of candidates in a great variety of subjects. Short of this, however, it may be possible to throw some light on the question.

I. It will hardly be asserted that such 'cramming' can have any appreciable effect on the marks given for the subject which is taken up by the largest number of candidates, and exercises in some respects the greatest influence on the examinations, viz., English composition.

II. Neither can it affect the marks in mathematics; nor is it indeed ever pretended that marks are too easily obtained in this subject.

III. Let us turn to Latin and Greek. Here the examination is divided into four heads:—(1.) Translation from the language. (2.) Translation into the language. (3.) *Vivâ voce*, consisting almost entirely of *extempore* translation from the language. (4.) Questions on the language, history, and literature. Probably no one would contend that cramming can have anything to do with the marks obtained under the three first heads. If it is alleged that marks are got in classics by cramming, the meaning must be that—(1.) A large proportion of the maximum is allotted to the fourth branch. (2.) A large proportion of what is thus allotted is obtained by the successful candidates. (3.) A large proportion of the questions asked are of a "cram" character.

No one of these assertions would be correct.

In the Open Competition of 1865 the number of marks obtainable in classics by that part of the examination on which "cramming" may be thought to tell, was 300; the number obtainable by the other parts was 1,200, that is, four times as much.

The marks obtained by successful candidates in the first mentioned part averaged 138; in the last mentioned they averaged 803, that is nearly six times as many.

It appears, therefore, that not only is the supposed domain of "cram" comparatively small, but that it is positively more difficult, in the proportion of nearly 6 to 4, to obtain marks within that domain than without it.

This would not be the case if cramming were rife and the questions were such as to reward it. But in truth any one who looks at the questions will see that the great majority of them are such as could not be answered without substantial knowledge.

IV. The case is the same with the modern languages. In these the marks obtained by the successful candidates under the head of "*translation, &c.*," were 63·1 per cent. of the marks obtainable, while under the head of "*Questions*" in history, &c., they were 46·5 per cent.

V. Of the two oriental languages, Sanskrit and Arabic, it is unnecessary to speak, for here there can be no cram. It may, indeed, be a question whether elementary knowledge of these languages has or has not been too highly rewarded; but elementary knowledge is not crammed knowledge; it is, in fact, the very reverse. The essence of cramming is that it seeks to raise a showy superstructure *without* laying the necessary foundation. It is simply inconceivable that any one by a mere effort of memory and without understanding what he was saying should be able to answer a number of searching questions on Sanskrit grammar, or translate an Arabic passage which he had never seen before. Whatever objections may be urged on other grounds against the introduction of these languages into the competition, no one can say that marks gained in them are gained by cramming.

VI. There remain, then, three subjects: English history and literature, the moral sciences, and the natural sciences. Let it be conceded, for the sake of

argument, that in these subjects it is not easy even for an experienced examiner to distinguish between sound knowledge and superficial knowledge, on paper; *vivâ voce*, at any rate, it is not so. A crammed man may get high marks for his paper work, but he will get low marks for oral examination. What, then, are the facts disclosed by the recent examination? Even in these three subjects, taken together, the successful candidates obtained rather higher marks *vivâ voce* than on paper, the per-centage being, in the one case 57·5, in the other 51·6.

The inference is irresistible. In individual cases cramming may be successful; but as a system it does not "pay," whatever candidates and their friends may think on the subject.

There is another criterion, though perhaps not a very safe one, which may be applied to this question.

From returns made by the candidates themselves we learn that of the 52 who were successful in the examination, only 17 had been "specially prepared" at establishments devoted to this purpose. Now it cannot, of course, be assumed either that all these 17 were taught on the cramming system, or that the other 35 who remained at school and college were taught purely on the liberal system. Still, if we hear it said, as it sometimes is said, that "no one can hope to succeed unless he goes and reads at a cramming institution," we may fairly reply that, as a matter of fact, two-thirds of the successful candidates do not come from such institutions.

Apprehensions are sometimes expressed that owing to the encouragement offered in these examinations to the study of new and out-of-the-way subjects, the old subjects which form the staple of an English education are being neglected. How far are these apprehensions borne out by facts?

First, as to the encouragement offered. The studies embraced in an ordinary English education may be taken to be classics, mathematics, English, and French. Can it be said that other studies are encouraged at the expense of these, when the maximum which a candidate may obtain for these is 4,625, for the others 2,500?

Still, if the aggregate amount of marks obtained bore a greater ratio to what is obtainable in the new subjects than in the old, it might fairly be said that they were cultivated with a greater proportionate degree of diligence and success. But what are the facts? Of the aggregate [240,500] obtainable at the recent examination by the 52 successful candidates in the ordinary subjects, nearly one half [103,165] was actually obtained by them; whereas of the aggregate obtainable by the other studies [130,000] little more than one-sixth [22,344] was obtained.

Of the whole amount of marks obtained by the successful candidates, viz., 125,509, as much as 82 per cent. were due to English, classics, mathematics, and French. And it is worthy of notice that this per-centage, instead of diminishing under the influence of these examinations—as it might have been expected to do, if the new studies "paid" best—has increased from 81 in 1855 to 82 in 1865.

All the statements above given refer to the Open Competition of 1865. But they are not affected (directly, at least,) by the method then introduced of deducting 125 marks in every subject except mathematics; for in all cases the calculations are based on the gross numbers before deduction. As regards the first comparison, between different portions of the same subjects, it could not have been otherwise, for the deduction was made from the totals in each subject, and not under the separate heads. As regards the last comparison, if the marks had been taken as actually scored in the table, the results would have been much more adverse to the new studies. The numbers would then have been as follows:—

Proportion of maximum scored in old subjects, nearly	one-third
„ „ „ new „ little more than	one-twelfth
Per-centage of marks due to old subjects in 1855	81
„ „ „ „ 1865	86

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T. WALROND.

APPENDIX B.

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MEMORANDUM by the REGISTRAR to the CIVIL SERVICE COMMISSION.

I. HOME SERVICE EXAMINATIONS.

The statistics of this office do not afford any effectual means of testing the soundness of the opinions expressed by several witnesses before the Schools Inquiry Commission as to *the effect of the Civil Service Examinations upon the education of the country.*

The assertion is, that these examinations foster so greatly the practice of "cramming" as to pervert the instruction given in schools from its proper and useful course, making it wide and superficial, where it would otherwise be more limited but more thorough.

The principal evidence by which these assertions can be effectually refuted must come either from the masters of schools or from the examiners, or from both. The former might state (if the fact be so) that the kind and extent of instruction given in their schools have not been injuriously affected by the examination system; and the latter might state (if the fact be so) that their questions are so framed as to afford no advantage to the crammed candidates, and that the candidates' answers are such as cramming can have had but little share in producing. It is evident, however, that the facts upon this point, whatever complexion they may wear, are not such as can be expressed in statistical records.

For example, some of our records tell us in what schools the candidates have been instructed, and others tell us the proportion in which these candidates pass or fail in the subjects taught in such schools; but this takes us a very little way towards ascertaining the goodness or badness of the instruction afforded. For, even if all the candidates had come straight from school to the examination-room, there is nothing in the statistical records to reveal whether their school preparation was or was not in any degree of the kind described by the term "cramming." In point of fact, however, most of the candidates come to the examination-room several years after they have left school, and our records contain little to show how the subsequent time has been passed so far as preparation for Civil Service examinations is concerned. For aught that appears, a candidate may have been spending several years with a "crammer," or he may have been cramming by himself. So that in such cases the school cannot fairly be credited with the result of his examination if good, or debited with it if bad.

All that the statistical branch of this office can do is to state what amount of knowledge of the subjects of examination is shown by persons formerly attending certain classes of schools. How or when this knowledge was acquired, and whether it is deep or shallow, are questions which can best be answered by the schoolmasters and the examiners, the former speaking as to the mode of preparation, and the latter as to the value of the results.

As it seemed possible, however, that our statistics, though inapplicable to the particular question referred to, might afford some information bearing upon the general object of the Schools Inquiry Commission, a considerable mass of facts has been collected and condensed into the tables appended to this memorandum. But it will be seen that difficulties of the kind already mentioned stand in the way of any very positive conclusions.

The questions upon which it was thought that light might possibly be thrown from our records are the following:—

I. The state of instruction in schools for the middle classes, inferred from the proportion in which candidates pass a qualifying examination in certain subjects.

II. The comparative efficiency of different classes of schools, as shown by the varying proportions of success in each class.

III. The state of instruction now as compared with what it was in the earlier period of the Civil Service examinations.

IV. The extent to which schools, aided by Government grants and intended for the poorer classes, are made use of by the classes above them.

I. As the object is to ascertain the condition of schools for the *middle* class, the particulars abstracted relate to candidates for clerkships in the Customs and Inland Revenue Departments and to assistants of Excise. These, of

course, represent only a portion of the operations of this Commission; but it seems best to exclude from consideration, for the present purpose, the statistics relating to the higher departments—such as the offices of the Secretaries of State, the Diplomatic Service, the Parliament Offices, the Treasury, Admiralty, &c., the candidates for which have been in many cases educated at schools which cannot properly be ranked with those intended for the middle class especially. Of the candidates, however, who have been examined for the two Revenue Departments above mentioned, the majority will, it is thought, represent fairly enough the great class in question, while the residue, belonging to a lower grade, will furnish the means for an interesting comparison. A more particular view of the social position of those persons may be obtained by reference to a list of the occupations of the fathers of all the candidates for these situations at the time when they presented themselves for examination. (*See* Table VII.)

The number of candidates to whom the facts relate is 2,508; viz., 1,270 examined for clerkships in the Customs and Inland Revenue, and 1,238 examined for the situation of Assistant of Excise. The period covered by these examinations is from 1855 to 1864 in the case of the last-mentioned class, and from 1861 to 1864 in the case of the other two classes.

The course pursued has been to take the standard which the Civil Service Commissioners apply to candidates in deciding whether they reach the minimum point of competency, and to consider all who fall below this standard as having received a defective education, for which the schools attended by them are, *primâ facie*, responsible.

The following figures show the proportion per cent. of failure to reach this standard on the part of such of the 2,508 candidates referred to as were examined in each of the subjects named:—

	Per cent.
In arithmetic	31·0
„ spelling	28·2
„ handwriting	8·3
„ English composition	17·6
„ geography	22·5
„ history	30·7

Before, however, any value can be put upon these figures as representing the state of school education, several considerations must be taken into account.

1. In the first place it must be recollected that the persons examined do not all come straight from school. Indeed, the great majority do not. The limits of age are from 17 to 25 for Customs clerks, 18 to 25 for Inland Revenue clerks, and 19 to 25 for assistants of Excise. The average age at the time of examination is about 21. The schoolmasters may, therefore, perhaps urge that a candidate's knowledge of the above-mentioned subjects at the time of his examination does not afford any indication of his knowledge some years previously before he engaged in the distracting occupations of business. More especially as to geography and history it may be said, a candidate of 21 or 23 is likely to have forgotten much that, as a schoolboy, was familiar to him.

2. On the other hand, it may be said that the interval between school and examination renders the test untrustworthy for quite an opposite reason, viz., because so much is necessarily learnt in that interval from the unconscious tuition which a candidate receives in his ordinary intercourse with men and books, rendering the amount of his knowledge at the time of examination a much too favourable test of the efficiency of his school training.

3. To these must be added the possibility that the interval referred to, or a considerable part of it, may, for aught that appears, have been spent in special preparation in the subjects of examination.

It depends, therefore, upon the weight of these disturbing elements respectively whether the figures can be accepted as indicating the efficiency of school tuition, either accurately or approximately. If it could be assumed that these conflicting influences just about balance each other—that, while the lapse of time spent in business causes some candidates to sink below the level of their school attainments, the devotion of time to special study causes as many others to rise above that level—then no injustice would be done to the schools by regarding the proportion of failure as affording some measure of their efficiency. The probability, indeed, seems to be that the schools, upon such a set-off, would gain more than they would lose; and that, if the figures err, they do so by

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presenting too favourable a view of the results of school instruction. What they really show is:—school acquirements, minus the loss of forgotten knowledge, plus the gain of additional knowledge from special and from unconscious preparation; and this appears to me to be more than school acquirements alone. Upon this hypothesis the proportion of failure above given represents less than the proportion which would have been exhibited if the candidates had been examined immediately after the termination of their school-time.

The statement above made refers to the whole body of candidates, who of course obtained their education at various kinds of schools, some of them (as appears from a table appended hereto) being schools intended for a class below the middle-class. An attempt has therefore been made to separate the latter from the former, so as to present a view confined exclusively to English middle-class schools. The result of this distinction is that the failures of candidates educated in such middle-class schools are as follows:—

	Per cent.
In arithmetic	33·5
In spelling	28·6
In handwriting	8·1
In English composition	16·9
In geography	26·0
In history	30·3

proportions which differ but slightly from those applicable to the entire body of candidates.

It should be mentioned that this distinction between different kinds of schools is not always clearly expressed in the original documents from which the information is taken. The position of a school has in such cases been inferred from the aspect of collateral circumstances, where they appeared to justify an inference. This has, however, been done with great care and caution, and whenever the case presented any doubt, it has been omitted altogether from the collection.

In another respect, also, the classification is dependent upon the judgment of the compiler, viz., where a candidate has attended more than one school. In such cases, when one of the schools belonged to one class and another to a different class, the propriety of including it under the one or the other head of classification has been necessarily left to the discretion of the tabulator, who has been guided in his decision sometimes by the fact of the attendance having been longer at one school than at another, and sometimes by the fact of its having been more recent. This also has been done with great care; so that I have sufficient confidence not only that the middle-class schools have been accurately separated from the rest, but that the more minute distinction attempted in the following table may be regarded as sufficiently correct to justify the comparison there made. As to the grammar schools, and schools of a similar character, the means of testing the accuracy of the division are given in a list appended, which mentions particularly all the schools which have been included under that head in Tables IV. and V.

II. In the following table a comparison is drawn between six different classes of schools with respect to the proportion in which candidates from each class failed to attain the minimum standard.

Description of School.*	Proportion per Cent. who failed in					
	Arithmetic.	Spelling.	Handwriting.	English Composition.	Geography.	History.
Grammar schools, &c. in England	27·1	20·4	3·6	10·1	25·3	27·9
Private schools „	36·3	32·2	10·1	21	26·5	32·3
Poor schools „	28·3	26·2	8·6	20	16·5	33·9
Grammar schools, &c. in Scotland and Ireland.	23·1	17·2	7·5	14·7	22·9	34·3
Poor schools in Scotland	28·8	29·1	8·5	16	13·6	23·7
Do. in Ireland	31·4	38·3	16·4	26·5	9·1	36·4

* See an explanation of this division in the Appendix (Note to Table I).

The number of facts upon which these proportions are founded is shown in the next table; which will therefore afford the means of judging whether they are sufficiently numerous to form a fair basis for argument.

Description of School.*	Number of Cases upon which are founded the above Proportions in					
	Arithmetic.	Spelling.	Handwriting.	English Composition.	Geography.	History.
Grammar schools, &c. in England -	391	392	392	297	190	190
Private schools „ -	900	907	903	501	226	226
Poor schools „ -	604	611	607	251	127	127
Grammar schools, &c. in Scotland and Ireland - - - - - -	134	134	133	68	35	35
Poor schools in Scotland - - -	281	285	282	119	59	59
Do. in Ireland - - -	169	175	177	34	11	11

It may be added that (as appears on the detailed tables in the Appendix) the facts which give the proportions for geography and history are supplied by the competitive examinations for clerkships in the Customs and Inland Revenue from 1861 to 1864; those which give the proportions for English composition are supplied by the preliminary test examinations for these two departments during the same period; and those which give the proportions for arithmetic, spelling, and handwriting are supplied by the preliminary test examinations and by the examinations of Assistants of Excise.

The most noteworthy point in this statement is the creditable position of candidates educated in English poor schools, as compared with those educated in English private schools. In making this comparison, however, it must be borne in mind that a considerable number of the candidates from schools aided by the Government grants have been pupil-teachers, and are therefore, perhaps not average specimens of the results of the teaching in such schools. It is possible, too, that the masters of private schools might object to the statement as a criterion of the effect of their teaching. The prize of a Government clerkship, they might say, does not attract the ablest of their pupils, though it may very likely attract the ablest boys in National or British schools; and it must be unfair to compare the best specimens of the poor schools with the worst specimens of the private schools. Our facts do not enable us to assign to this objection the precise weight to which it may be entitled. Moreover, private schools vary considerably; and if a large majority of the candidates came from the inferior section, the average would fail to represent the true condition of the superior portion. In the hope of meeting this objection, an attempt was made to distinguish one class of private schools from another; but it was found impossible to make a satisfactory division.

The comparison between the English poor schools and the Irish and Scottish poor schools is free from this difficulty. It will be seen that the English schools have the advantage, in respect of arithmetic and spelling, over the schools of both the other portions of the United Kingdom. In history and English composition the Scottish schools seem superior to both English and Irish. In geography the Irish schools are best. But the basis of facts as to geography and history in Irish schools is probably insufficient.

III. The table which follows shows a comparison as to the proportion of failures between two periods. Whether it reveals anything as to the comparative efficiency of school instruction at those periods is very doubtful, for the reasons already mentioned, viz., that the candidates do not come straight from school, and that consequently the result may have been due on the one hand to forgetfulness of school teaching, or on the other hand to the efficacy of special preparation. To which disturbing elements must be added another viz., the possible variation of standard during the two periods. As to this

* See an explanation of this division, in the Appendix (Note to Table I).

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last point, indeed, it can at all events be stated that the standard has not been *lowered*, so that when the difference in the proportion seems to indicate an *improvement* in the candidates' attainments, this favourable inference is strengthened rather than contradicted by the possibility referred to.

Description of School.	Period.*	Proportion per Cent. of Failures in				
		Arithmetic.	Spelling.	Handwriting.	Geography.	History.
Grammar schools, &c. in England.	First	16·7	18·6	2·3	33·3	37·3
	Second	26·9	21·2	0	25·7	28·6
Private schools in England.	First	29·8	34·6	9·4	28·9	36·8
	Second	33	32·3	6·3	24·5	26·5
Poor schools in England.	First	29·6	32·7	7·8	14·6	27·1
	Second	27·8	24·5	7·4	19·3	33·3
Grammar schools, &c. in Scotland and Ireland..	First	11·5	11·5	3·8	— †	— †
	Second	20	12·5	2·6	— †	— †
Poor schools in Ireland	First	40·9	48·6	23·6	— †	— †
	Second	21·7	31	9·9	— †	—
Poor schools in Scotland.	First	29·1	34·1	7·4	23·8	28·6
	Second	24·1	20·2	6·1	5·9	23·5

Although in some parts of this table there are such wide differences in the proportions as show that it would be unsafe to draw any inference in those particular cases, yet there is in others such a fall in the rate of rejections as to justify the conclusion that the acquirements of candidates are in several respects more satisfactory now than formerly; whether the alteration is due to better school tuition or to any other circumstance.

IV. Another class of facts bearing upon the inquiries of the Schools Commission relates to the extent to which schools intended for the poorer classes and aided by Parliamentary grants are made use of by persons in a higher grade of society. Table IX. shows that, since the establishment of the Civil Service Commission, there have been 598 cases in which candidates examined for clerkships or for situations in the Excise have received a portion of their education in such schools. Of this number 58 only were distinctly stated to have been the sons of labourers, &c. How many of the residue may have been virtually in the same condition of life must be matter of conjecture. A certain allowance must be made on this account, and also on the ground that some of the persons described as belonging to the middle class at the time of their sons' examination may have really belonged to a lower class at the time when their children were attending school. Still, whatever deductions may be made on these grounds, there will remain a large number of cases in which State-assisted schools were used by a class for which they were not designed.

II. Indian Civil Service Examinations.

The preceding remarks as to the insufficiency of our statistics to meet the question raised before the Schools Inquiry Commission will apply, to some extent, to the examinations for the Civil Service of India, as well as those for the Home Service. Our figures show the results of education as appreciated by

* For arithmetic, spelling, and handwriting the periods are—*First*, from 1856 to Nov. 1859; *second*, from Nov. 1859 to Dec. 1864 (the facts relating to candidates for the situation of Assistant of Excise). For geography and history the periods are—*First*, 1861 and 1862; *second*, 1863 and 1864 (the facts relating to candidates for the Customs).

† The numbers here are so small that a comparison would be worthless.

the examiners; they reveal but little as to the means by which those results have been attained, nor are they *necessarily* inconsistent with the assertion that the acquirements of the candidates are more superficial than real, and that this superficiality is due to cramming, fostered by these examinations. The most appropriate evidence upon these points, apart from the testimony of school and college teachers, is to be found in the questions put to candidates and in the answers given. Of the tendency of the questions to encourage cramming, the Schools Inquiry Commissioners could themselves judge. Of the extent to which the answers indicate the prevalence of cramming, the examiners who read and appraised them are the best witnesses.

In one point, however, the statistics of the Indian examinations have an advantage over those of the Home Service examinations; for, whereas the latter contain nothing to show how much special preparation candidates may have had since leaving school, the former contain full accounts of the time spent in this way by a good many of them. The facts as to such of the 52 successful candidates at the last examination as appear to have been specially prepared are as follows:—

Period of special Study.	Number of Candidates.
Over two years	—
Over one year	2
Nine months	4
Eight months	2
Six months	1
Five months	1
Four months	1
Three months	3
Two months	1
One month	2
	17

If we could assume that no more time was spent in this way by the whole body of candidates than by the winners, these figures could hardly be considered unsatisfactory, and this assumption seems in fact to be justified by such further information as the returns, though incomplete upon this point, afford. Taking, *e.g.*, the case of one of the largest establishments for special preparation, from which 60 candidates presented themselves, the duration of special study was as follows:—

Length of Stay at the Institution.	Number of Candidates.	
	Successful.	Unsuccessful.
Over two years	—	1
Over one year	1	8
Nine months	4	15
Eight months	1	3
Six months	1	9
Five months	—	1
Four months	1	—
Three months	3	1
Two months	1	3
One month	1	—
Not stated	—	6

From these two tables it is not perhaps too much to infer that the influence of the preparation received in special establishments bears but a small propor-

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tion to the influence of the previous preparation, whatever its nature may have been. Indeed, it is a curious circumstance that, of the candidates referred to in the last table, the ratio of success was greater among those who spent a short time than among those who spent a long time in such special preparation; for it will be seen that of those who spent upwards of four months in the college, only 15·9 per cent. succeeded, while of those whose time did not exceed four months as many as 60 per cent. were successful. This difference seems too wide to be altogether accidental.

The conclusion, therefore, seems to be not unreasonable, that so far from being successful rivals and supplanters of school and college teaching, these special institutions require as a condition of their success, that their pupils come to them with a very considerable stock of previously acquired knowledge. Whatever success results from the special tuition is probably due not nearly so much to a candidate's acquisition of fresh knowledge as to the freshening up of his imported knowledge, and the shaping it—by a process not altogether unknown in Oxford and Cambridge—so as to fit the exigencies of an examination.

All this, however, does not carry us far towards an answer to the main point of the objections under consideration. Whatever these figures prove as to the degree in which the teaching of special establishments promotes the success of candidates, the question remains whether the studies pursued at public schools and universities have been rendered diffuse and superficial by the influence of these examinations.

To the solution of this question statistics can bring but little aid. Almost all that they can do is, to show how many of the candidates confined their reading within limits compatible with the best kind of mental training, and how many went beyond those limits, and to what extent beyond them. What those limits are, is, of course, a question upon which opinions may vary. The following statement of the number of subjects taken up by the first 100 candidates is only given in order that each reader may draw the line for himself:—

Number of Subjects taken by one Candidate.	Number of Candidates in the first 100 who took up each Number of Subjects.		
	In 1863.	In 1864.	In 1865.
Three	1	1	—
Four	2	10	8
Five	26	25	29
Six	32	41	44
Seven	22	15	9
Eight	12	6	10
Nine	5	2	—
Average number of subjects to each candidate.	6·28	5·85	5·84

Whatever may be the proper limit, in general, to the number of subjects, this table, at all events, shows that there is a decided tendency on the part of candidates towards a voluntary limitation. This will appear more clearly perhaps by comparing for these years the numbers (out of the first 100) who took up *more than six* subjects. These were—

In 1863	39
In 1864	23
In 1865	19*

And, while the number of those who take up more than six subjects has been thus rapidly declining, the number of those who confine themselves to fewer than six subjects has been increasing. Thus it was—

In 1863	29
In 1864	36
In 1865	37†

* In the present year the per-centage upon the whole number of candidates has fallen to 10.
† For the forthcoming examination the per-centage of the entire list is 62.

The practicability of success under existing arrangements, with only a few subjects, is shown by the fact that, at the examination of 1865, as many as 13 out of the 50 would have been successful with the aid of their classics and English alone; three would have been successful with classics and mathematics alone; and one would have been successful with English and the modern languages alone. Or, to put the case in another shape; the chances in favour of an able candidate trained by thorough study of a few subjects may be estimated from the circumstance that one of the selected candidates would have been successful with any one of the following five combinations of not more than *three* subjects, viz.:—

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Classics and English composition.
Classics and English literature.
Classics and moral science.
Greek and English.
Latin and English.

As the new rule of inevitable deductions for elementary knowledge in each subject had not been announced when the last examination was held, a still more decided change towards limitation may be expected to show itself at the ensuing examination of March 1866; and, as the extent of this change will be known soon after the 1st of February, it seems desirable that, if any evidence is to be given on the part of this office before the Schools Inquiry Commission, it should be delayed until after that date.

Dec. 7, 1865. HORACE MANN.

6th March 1866.

P.S. We are now in a position to state that the number of candidates entered for the ensuing examination, to commence on the 19th instant, is 251; and that the numbers of subjects offered (liable to some reduction from changes made before or during the examination) is as follows:—

	Number of Candidates.	Per-centage.
Three subjects	7	2·8
Four „	46	18·3
Five „	102	40·6
Six „	70	27·9
Seven „	20	8·0
Eight „	5	2·0
Nine „	1	·4
	251	100·0

The average number, therefore, of subjects to each candidate, which (taking the whole list) had fallen from 5·7 in 1863 to 5·5 in 1865, has further declined in this year to 5·3.

The tendency of candidates (since the recent change in the mode of ignoring elementary knowledge) to take up a smaller number of subjects than formerly, more clearly appears if the candidates of the present year are divided into two classes, viz., those who have presented themselves before and those who now appear for the first time. It is then found that those who have competed on former occasions (whose range of study had, no doubt, been fixed before 1865) take up, on the average, 5·4 subjects each, while the fresh candidates take up 5·1 only. No doubt, too, a portion of the latter class had before the announcement of the new rule commenced the study of some subjects which they are naturally unwilling to abandon, though they would not now commence the study of them. A still more striking diminution may therefore be expected when the new plan has had time to make its influence fully felt.

It is also to be borne in mind that the average above given for the present

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year is higher than it will be after a certain number of the candidates have withdrawn, as they usually do, some of the subjects at first offered.

Nor should we overlook the fact that the exceptional encouragement lately given to mathematics has had the intended effect of inducing many more candidates to offer that subject. Thus, in the present year, 60 per cent. of the candidates take mathematics, while last year the proportion was only 31 per cent. This increase diminishes, of course, the general reduction in the average of subjects per candidate.

Upon another point it may be useful, perhaps, to give an extract from a paper read by me in March last before the Statistical Society, adding now the figures of the two subsequent examinations. The remarks refer to the question whether the effect of the India Civil Service Examinations has been, as some allege, to encourage the study of subjects not usually taught in public schools, to the neglect of the usual public school course; the supposed inducement being a greater facility of gaining marks in the former than in the latter. Upon this point the paper says—

"The statistics of the examinations do not of themselves enable us to decide whether, in point of fact, there has been this kind of difference between the subjects of the scheme; as an essential element in the question is, of course, the comparative amount of time devoted to the study of each. It may be worth while, however, to see, with respect to what may be called the non-public school subjects, whether from year to year there has been such an increase in the proportion of candidates by whom they have been offered as might be expected if time devoted to them had received a greater proportional reward in marks than if expended upon the rest of the scheme. The following table, therefore, shows the per-centage of candidates by whom the subjects in question were offered:—

Year.	Per-centage of all the Candidates who took up the under-mentioned Subjects.					
	German.	Italian.	Sanskrit.	Arabic.	Moral Science.	Natural Science.
1855	12·5	8·0	0·9	0·9	53·6	26·8
1856	21·4	16·1	1·8	—	46·4	21·4
1857	31·7	21·7	3·3	3·3	45·0	25·0
1858	14·9	16·4	3·0	4·5	50·7	23·0
1859	21·0	26·0	8·4	3·3	40·3	31·1
1860	27·9	27·9	13·6	3·9	39·0	32·5
1861	30·9	31·6	21·1	6·4	48·0	25·7
1862	31·2	25·1	32·7	8·2	43·9	33·9
1863	33·9	24·3	42·9	12·2	52·9	35·4
1864	27·4	17·8	47·5	12·8	47·0	26·9
1865	33·5	24·9	42·4	9·2	39·5	21·8
1866	22·5	15·5	17·9	3·2	35·3	29·5

"Some of these subjects, therefore, have become more popular than they were, though others have fallen off in popularity; and, on the whole, with the exception of the oriental languages, the changes in the proportions are hardly such as to indicate any striking permanent difference in favour of these over the rest, as regards the easier acquisition of marks. Various motives, too, may have led to the increase, especially as to Sanskrit and Arabic, which, being also included in the scheme for the further examination to be passed by all successful candidates, may in many cases have been studied in preference to other subjects, for the sake of the economy of time which would be effected if the student should be successful. It should also be mentioned that the maxima for Sanskrit and Arabic were, in 1859, raised from 375 to 500, at which they remained until the last examination, when they were reduced to 375 again."

Reverting to the Home Service, a recent competition for a supplementary clerkship in this office has suggested the supposition that the Schools Inquiry Com-

facts as our records afford respecting the extent to which the plan of open competition might be expected to stimulate education amongst the middle classes.

It may therefore be useful to state that the number of situations annually vacant in the class of clerkships for which young men of middle-class parentage might be expected to compete is about 1,000. The great majority of these situations might, no doubt, without injury, if not with advantage to the service, be filled up by means of open competition. They would thus be virtually offered as valuable prizes to the various schools of the United Kingdom.

At present the great majority of clerkships are filled up by absolute nomination, the remainder being filled up by means of limited competition amongst persons (generally in the proportion of three to a vacancy) nominated by the Government. The number of situations competed for in this way last year was 213, and the number of nominees examined for them was 637.

A few facts as to the open competition above referred to will give some idea of the increased stimulus which would be felt if the same plan were adopted as a general rule.

The appointment competed for in this instance was a single supplementary or copying clerkship, the salary being 80*l.* per annum, increasing by 5*l.* annually to 200*l.* per annum, beyond which there is no prospect of augmentation; nor is there any chance of promotion to the higher grades of the office.

For this appointment 54 candidates between the ages of 16 and 20 were examined. Of these 16 passed in the subjects required for the situation, while probably as many as 30 would have passed the test examination for the Customs or Inland Revenue.

A list of the schools at which the 54 candidates had been principally educated is appended, and also a table of the marks obtained in the various subjects:

Aberdeen grammar school (previously at a Scotch parochial school)	1
Bolton grammar school	2
Hurstpierpoint, St. John's College (previously at National school)	1
Iver grammar school	1
Liverpool collegiate institution (one afterwards at Godolphin grammar school)	2
London, City of London school (one of them previously at a training school)	2
„ Christ's College, Finchley (previously at the North-west London collegiate school)	1
„ Clarendon House collegiate school	1
„ Hammersmith Godolphin grammar school (previously at the Liverpool Institution)	1
„ Islington proprietary school	1
„ King's College school	1
„ North-west London collegiate school (afterwards at Christ's College, Finchley)	1
„ London Orphan Asylum	1
„ St. Peter's collegiate school, Eaton Square	1
„ Stockwell grammar school (previously at Wellington College	1
Petherton grammar school (previously at a foreign school)	1
Wellington College (afterwards Stockwell grammar school)	1
Wolverhampton, Sedgley Park school	1
National and British schools	13
"Commercial" and "day" schools	6
Scotch parish schools	1
Training schools	2
Regimental schools	1
Private schools	7
At home	1
Foreign schools	3
Indian school	1

N.B. One candidate spent one session at Aberdeen University; and three candidates attended evening classes at King's College, London.

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TABLE showing the Results of an Open Competition held on the 20th, 21st, and 22nd of February in the year 1866, for one Supplementary Clerkship in the Civil Service Commission.

	Educational Subjects.						Official Subjects.		Total.
	Arithmetic.	Compound Addition.	Orthography.	Handwriting.	Intelligence (in Dictation and Orthographical Paper).	English Composition.	Copying into Forms and Registers and tabulating.	Indexing.	
Maximum.	300	50	300	200	100	150	200	250	1,55
1. Bailey; W. H.	257	46	285	155	100	140	150	185	1,31
2.	208	49	290	145	100	135	124	215	1,26
3.	254	36	255	155	95	110	170	151	1,22
4.	266	34	280	175	100	105	133	123	1,21
5.	231	25	285	170	95	85	121	194	1,20
6.	269	8	285	145	95	100	127	174	1,20
7.	213	9	300	150	100	145	87	194	1,19
8.	209	24	250	135	95	130	120	135	1,09
9.	187	13	300	150	90	100	78	164	1,08
10.	189	42	225	160	95	110	111	143	1,07
11.	170	26	235	140	95	120	86	165	1,08
12.	245	23	235	120	90	90	84	134	1,02
13.	130	42	180	130	100	105	110	166	96
14.	184	16	160	140	90	125	100	140	95
15.	179	21	285	120	97	110	0	114	92
16.	109	50	285	160	95	85	0	115	89
17.	144	32	250	130	90	105	0	140	89
18.	180	19	220	135	90	100	0	139	88
19.	204	0	265	125	95	100	0	84	87
20.	100	30	150	130	95	90	85	164	84
21.	170	18	190	120	95	110	0	138	84
22.	0	12	280	130	100	125	96	96	83
23.	0	34	245	135	95	100	75	140	82
24.	139	25	175	145	95	80	71	93	82
25.	189	32	180	125	90	95	0	108	81
26.	174	18	220	120	95	75	0	100	80
27.	183	12	210	155	95	0	0	140	79
28.	126	47	165	150	90	90	0	120	78
	0	23	300	135	95	85	0	150	78
30.	166	0	165	155	95	95	0	106	78
31.	205	6	175	105	85	80	0	111	76
32.	219	0	165	125	95	85	0	0	68
33.	137	10	0	145	95	100	81	118	68
34.	219	28	0	130	95	105	0	82	68
35.	191	0	0	145	85	90	0	143	68
36.	97	0	0	140	95	110	79	116	68
37.	122	14	200	120	90	90	0	0	63
38.	146	12	0	145	95	100	0	108	60
39.	156	16	0	120	95	95	0	96	57
40.	0	0	150	120	90	105	0	75	51
41.	137	24	0	115	90	70	0	88	52
42.	0	16	0	130	80	70	72	100	46
43.	0	27	0	135	95	90	0	113	46
44.	0	0	0	120	60	70	74	115	43
45.	138	14	0	100	60	95	0	0	40
46.	131	0	0	0	90	75	0	98	38
47.	0	30	0	125	80	85	0	0	32
48.	0	25	0	110	90	90	0	0	31
49.	0	14	0	110	90	85	0	0	29
50.	0	15	0	100	90	0	0	0	20
51.	0	22	0	100	60	0	0	0	18
52.	0	0	0	110	70	0	0	0	18
53.	0	40	0	0	60	0	0	0	10
54.	0	8	0	0	60	0	0	0	6

*** The ciphers indicate the subjects in which the candidates failed.

6th March 1866.

H. M.

APPENDIX to Memorandum by the Registrar to the Civil Service Commission.

Table I.—Table showing the Class of Schools* attended by Candidates for the Situation of Assistant of Excise, 1856-1864; and also the Per-centage of Candidates from each Class who "passed" or "did not pass" in each of the subjects.

Note.—Candidates who have been examined more than once for this situation have only been counted for their first appearance.

Class of Schools.	Whole Number tabulated.	Per-centage of those examined in each subject who passed or did not pass in that subject.									
		In all Subjects.		In Arithmetic.		In Separate Addition.		In Spelling.		In Handwriting.	
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.
Grammar Schools, Endowed Schools, Proprietary Colleges, and other Places of Education of a similar kind.	96	69·8	30·2	77·7	22·3	85·	15·	80·	20·	98·9	1·1
Private Schools in England	406	57·7	42·3	68·7	31·3	78·5	21·5	66·5	33·5	92·	8·
Poor Schools in England	361	62·	38·	71·4	28·6	78·1	21·9	71·7	28·3	92·4	7·6
Irish and Scotch Grammar Schools, &c.	66	80·3	19·7	83·3	16·7	92·3	7·7	87·9	12·1	96·9	3·1
Irish Poor Schools	143	53·1	46·9	68·9	31·1	68·5	31·5	60·3	39·7	83·2	16·8
Scotch Poor Schools	166	63·3	36·7	73·5	26·5	78·2	21·8	72·9	27·8	93·3	6·7

Note on the Classification of the Schools:

"*Grammar Schools, &c.*," include all schools called "Grammar Schools," which are really foundation schools; "King Edward VI.'s Schools," Proprietary Colleges (Cheltenham *ex. gr.*), Proprietary Schools (Blackheath Proprietary School *ex. gr.*), and other public or foundation schools which are not now available for the poorer classes. A list of the schools so counted in Tables IV. and V. is given in Table VI.

Poor Schools. "National Schools," "Church Schools," "British Schools," "Charity Schools," "Wesleyan Schools," &c.

Irish Poor Schools include "National Schools," "Monastery Schools," "Christian Brothers' Schools." Some Irish National Schools may have been unavoidably included with English.

Scotch Poor Schools include "Parish Schools," "Free Church Schools," "General Assembly Schools." Schools in Scotland, apparently of this rank, and called "Public Schools," are also included.

Private Schools in Scotland and Ireland have been omitted when it was possible to distinguish them. No doubt, however, some schools included under "Private Schools in England" were really in Ireland or Scotland.

When the statements in a case were not capable of a reasonable construction which would bring that case under one or other of the classes given in the table, it has been omitted altogether. Information is very frequently deficient in this way.

A certain latitude of interpretation has, however, been taken in some cases: thus, a man born in and living at Knaresborough would be put down as of Knaresborough Grammar School if he said he had been at a Grammar School without naming the locality, and so on. When no better account has been given than "Public School," "Grammar School," "Collegiate School," &c., the case has usually been passed over.

As a rule, no English Grammar School has been included, of which something was not known unless it was to be found in the "Educational Register." That publication is, however, so much less complete as to Ireland and Scotland than as to England, that Irish and Scotch schools of this class have necessarily been put down or excluded somewhat arbitrarily.

The school last attended has been taken as the place of education whenever the time spent at it amounted to so long as two years.

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TABLE II.—TABLE showing the CLASS of SCHOOL attended by Persons examined in the "PRELIMINARY TEST EXAMINATIONS" to the end of the year 1864, and also the *Per-centage* of Candidates from each class who "passed" or did not pass in each Subject.

Note.—Candidates who have been examined more than once have only been counted for their first appearance.

	Whole Number tabulated.	Per-centage of those examined in each Subject who passed or did not pass in that Subject.											
		In all Subjects.		In Arithmetic.		In separate Addition.		In Spelling.		In Handwriting.		In English Composition.	
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.
Grammar Schools in England	297	60·6	39·4	71·4	28·6	99·3	·7	79·5	20·5	95·6	4·4	89·9	10·1
Private Schools in England	501	46·5	53·5	59·7	40·3	98·2	1·8	68·9	31·1	88·2	11·8	79·	21·
Poor Schools in England	251	55·8	44·2	72·1	27·9	97·2	2·8	76·9	23·1	90·	10·	80·	20·
Irish and Scotch Grammar Schools, &c.	68	52·9	47·1	70·6	29·4	98·5	1·5	77·9	22·1	88·2	11·8	85·3	14·7
Irish Poor Schools	34	35·3	64·7	67·7	32·3	100·	—	67·7	32·3	85·3	14·7	73·5	26·5
Scotch Poor Schools	119	54·6	45·4	68·	32·	99·2	·8	68·1	31·9	89·1	10·9	84·	16·

TABLE III.—TABLE showing the CLASS of SCHOOLS attended by Persons examined for CLERKSHIPS in the CUSTOMS DEPARTMENT, and for CLERKSHIPS and ASSISTANT SURVEYORSHIPS of TAXES in the INLAND REVENUE DEPARTMENT, during the years 1861–1864, and also the Per-centage of Candidates who "passed" or did not pass in Geography and History.

Note.—Candidates who have been examined more than once for these situations have only been counted for their first appearance.

CLASS OF SCHOOLS.	Whole Number tabulated.	Per-centage of whole Number who				Per-centage of those examined in each Subject who passed or did not pass in that Subject.			
		Passed in both Geography and History.			Failed in one or both Subjects.	In Geography.		In History.	
		Successful.	Unsuccessful.	Total.		Passed.	Failed.	Passed.	Failed.
Grammar Schools in England	190	28·9	35·3	64·2	35·8	74·7	25·3	72·1	27·7
Private Schools in England	226	30·5	30·5	61·0	39·0	73·5	26·5	67·7	32·3
Poor Schools in England	127	31·5	29·9	61·4	38·6	83·5	16·5	66·1	33·9
Irish and Scotch Grammar Schools	35	31·4	31·4	62·9	37·1	77·1	22·9	65·7	34·3
Irish Poor Schools	11	27·3	36·4	63·7	36·3	90·9	9·1	63·6	36·4
Scotch Poor Schools	59	33·9	37·3	71·2	28·8	86·4	13·6	76·3	23·7

Table IV.

Showing the Total Number of Candidates examined in each Subject who "passed" or did not "pass" in that Subject, being the sum of the numbers on which Tables I., II., and III. are founded.

Note.—Candidates who have been examined more than once have only been counted for their first appearance.

Class of Schools.	Whole Number tabulated.*	Arithmetic.		Separate Addition.		Spelling.		Handwriting.		English Composition.		Geography.		History.	
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.
Grammar Schools in England	303	285	106	374	16	312	80	378	14	267	30	142	48	137	53
Private Schools in England	907	573	327	799	93	615	292	812	91	396	105	166	60	153	73
Poor Schools in England	612	433	171	515	83	451	160	555	52	201	50	106	21	84	43
Irish and Scotch Grammar Schools	134	103	31	127	6	111	23	123	10	58	10	27	8	23	12
Irish Poor Schools	177	116	53	132	45	108	67	148	29	25	9	10	1	7	4
Scotch Poor Schools	285	200	81	244	36	202	83	258	24	100	19	51	8	45	14

*From various causes the records from which these tables have been prepared are in a few cases deficient, sometimes in one particular, sometimes in another. The details will not, therefore, when added up, quite produce the total.

Table V.

Showing the Facts of Table IV. in the form of Per-centages.

Class of Schools.	Whole Number tabulated.	Per-centage of those examined in each Subject who "passed" or did not "pass" in that Subject.													
		Arithmetic.		Separate Addition.		Spelling.		Handwriting.		English Composition.		Geography.		History.	
		Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.	Passed.	Failed.
Grammar Schools in England	393	72·9	27·1	95·9	4·1	79·6	20·4	96·4	3·6	89·9	10·1	74·7	25·3	72·1	27·9
Private Schools in England	907	63·7	36·3	89·6	10·4	67·8	32·2	89·9	10·1	79·	21·	73·5	26·5	67·7	32·3
Poor Schools in England	612	71·7	28·3	86·1	13·9	73·8	26·2	91·4	8·6	80·	20·	83·5	16·5	66·1	33·9
Irish and Scotch Grammar Schools	134	76·9	23·1	95·5	4·5	82·8	17·2	92·5	7·5	85·3	14·7	77·1	22·9	65·7	34·3
Irish Poor Schools	177	68·6	31·4	74·6	25·4	61·7	38·3	83·6	16·4	73·5	26·5	90·9	9·1	63·6	36·4
Scotch Poor Schools	285	71·2	28·8	87·1	12·9	70·9	29·1	91·5	8·5	84·	16·	86·4	13·6	76·3	23·7

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TABLE VI. (a).

List of Schools and other Places of Education taken as of the class of Grammar Schools in Tables IV. and V.

ENGLAND AND WALES.

SCHOOLS.	Total No. of Candidates.
Aberdare Grammar School	1
Aldenham (Herts) Brewers' Company School	1
Amersham Grammar School	2
Appleby Grammar School	2
Ashburton Grammar School	1
Aylesbury Grammar School	1
Aylsham Collegiate School	1
Bath College School	1
Bath Grammar School	3
Bedford Commercial School	3
Bedford Grammar School	7
Berkhampstead Grammar School	3
Berwick Corporation School	2
Berwick Grammar School	4
Bingley Grammar School	1
Birmingham—Grammar School	5
Oscott College	1
Bishop Stortford High School	1
Bitterley Grammar School	1
Bodmin Grammar School	1
Bourne Grammar School	1
Brecon, Christ's College School	1
Brentwood Grammar School	1
Brighton College	1
Bristol Grammar School	6
Buckingham, King Edward VI. School	1
Bury Grammar School	1
Bury St. Edmund's Grammar School	1
Caistor Grammar School	1
Cambridge, Perse Grammar School	4
Canterbury, Clergy Orphan School	1
King's School	2
Carlisle Grammar School	1
Cartmel Grammar School	1
Chelmsford Grammar School	2
Cheltenham College	8
Chester Cathedral School	1
Chesterfield Grammar School	1
Cirencester Grammar School	1
Clitheroe Grammar School	2
Cockermouth Grammar School	1
Colchester Grammar School	2
Coleshill Grammar School	1
Coventry Grammar School	1
Cowbridge Grammar School	1
Cranbrook Grammar School	1
Crediton Grammar School	1
Darlington Grammar School	1
Donington Grammar School	1
Dorchester Grammar School	2
Durham, Ushaw College	1
Ely Grammar School	2
Epsom Royal Medical College	3
Evesham Grammar School	1
Fotheringay Grammar School	2
Frome Grammar School	1
Gloucester College School	3
Guernsey, Elizabeth College	3
Guildford Grammar School	1
Guilsboro' Grammar School	1
Halifax Grammar School	1
Harwich Grammar School	1
Helston Grammar School	2
Henley Grammar School	1
Hereford Cathedral School	4
Hertford Grammar School	1
Heversham Grammar School	1
Hipperholme Grammar School	2
Houghton-le-Spring Grammar School	1
Hull Grammar School	2
Huntingdon Grammar School	1
Hurstpierpoint, St. John's College	5
Ipswich Grammar School	4
Isle of Man, King William's College	4
Jersey, Victoria College	4
Kettering Grammar School	1
Kidderminster Grammar School	10
Kington Grammar School	7
Kirkby Lonsdale Grammar School	2
Knaresborough Grammar School	1
Lancaster Grammar School	2
Leamington College	1
Ledbury Grammar School	2
Leeds Grammar School	2
" Mechanics' Institute School	1
Leicester College School	5
Leominster Grammar School	1
Lichfield Cathedral School	1
Lincoln Grammar School	2
Liverpool Collegiate Institution	10
Llanwrst Grammar School	2
London Blackheath Proprietary School	3
" Brompton Western Grammar School	2
" Christ's Hospital	8
" City of London School	5
" Clapham Grammar School	1
" Godolphin Grammar School, Hammersmith	3
" Hackney, Church of England Grammar School	1
" Kensington Grammar School	2
" King's College School	4
" Greenwich Proprietary School	3
" Mercers' School	2
" Merchant Taylor's School	2
" New College	1
" New Cross Royal Naval School	3
" North London Coll. School	3
" Philological School	2
" Richmond Grammar School	1
" St. Paul's School	2
" St. Peter's Collegiate School (Eaton Square)	3
" St. Saviour's Grammar School, Southwark	1
" Stockwell Grammar School	2
" University College School	3

Schools.	Total No. of Candidates.
Loughborough Grammar School	2
Ludlow Grammar School	3
Manchester Grammar School	1
Marlborough College	4
Masham Grammar School	2
Monmouth Grammar School	1
Morpeth Grammar School	2
Needham Grammar School	1
Newark Grammar School	2
Newbury Grammar School	2
Newcastle-on-Tyne Grammar School	1
Northampton Grammar School	3
Norwich Grammar School	1
Nottingham Grammar School	2
Oakham Grammar School	1
Oundle Grammar School	2
Oxford, Magdalen College School	1
„ Nixon's Grammar School	2
Peterborough Grammar School	2
Plymouth New Grammar School	2
„ Old Grammar School	1
Portsmouth Grammar School	1
Preston Grammar School	1
Presteign Grammar School	2
Radley College	1
Richworth Grammar School	1
Ripon Grammar School	1
Rivington Grammar School	2
Rochester Grammar School	4
„ Sir J. Williamson's Free School	2
Rossall Grammar School	1
Rotherham College	1
Ruthin Grammar School	1
Saffron Walden Grammar School	1
St. Asaph Grammar School	4
St. Bees Grammar School	1
Salisbury Grammar School	2
Scarborough Grammar School	2
Sedbergh Grammar School	1
Sevenoaks Grammar School	1
Sheffield Collegiate School	1
„ Grammar School	1
„ Wesley College	3
Shepton Mallett Grammar School	3
Sherborne Grammar School	3
Shiffnall Grammar School	1
Shrewsbury Grammar School	1
Southampton Collegiate School	2
„ Grammar School	1
Southwell Grammar School	1
Spalding Grammar School	1
Stockport Grammar School	1
Stokesley-Preston Grammar School	1
Stonyhurst College	2
Swansea Grammar School	1
Taunton Dissenters' Proprietary School	8
„ Grammar School	1
Tavistock Grammar School	3
Thetford Grammar School	1
Tiverton Grammar School	3
Tonbridge Grammar School	3
Ulverston Town Bank School	1
Uppingham Grammar School	1
Usk Grammar School	1
Walsall Grammar School	1
Ware Grammar School	1
Warrington Grammar School	3
Warwick Grammar School	1
Wells Grammar School	5
Whalley Grammar School	3
Witney Grammar School	1
Wokingham, Wellington College	2
Wolsingham Grammar School	2
Wolverhampton Grammar School	2
Woodstock Grammar School	3
Worcester Grammar School	2
Wotton-under-Edge Grammar School	1
Wymondham Grammar School	1
York, Archbishop Holdgate's School	1
„ St. Peter's School	3

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TABLE VI. (b).

List of Schools and other Places of Education taken as of the class of Grammar Schools in Tables IV. and V.

SCOTLAND AND IRELAND.

SCHOOLS.	Total No. of Candidates.
Aberdeen Grammar School	8
Airdrie Academy	1
Ayr Academy	2
Bandon Endowed School	1
Banff Grammar School	1
Brechin Grammar School	1
Burntisland Burgh School	2
Campbeltown Grammar School	3
Carlow College	4
Castle Archdall, Erasmus Smith's School	1
Dalkeith Academy	1
Dollar Institution	2
Drogheda, Erasmus Smith's School	1
Dublin, Erasmus Smith's School	1
" Santry School	6
Dumbarton Academy	2
Dumfries Academy	2
Dunbar Burgh School	1
Dundalk College School	1
" Educational Institution	2
Dundee Academy	3
" High School	3
Dysart Burgh School	3
Edinburgh Academy	3
" George Heriot's Hospital	2
" High School	5
" Institution	1
Elgin Academy	4
Ennis, Springfield College	4
Enniskillen Royal School	1
Farra (county West Meath) Incorporated Society's School	1
Galway, Erasmus Smith's School	2
Glasgow Academy	2
" High School	5
Greenock Academy	4
Hawick Academy	1
Inverness Academy	1
" High School	1
Irvine Academy	2
Jedburgh Burgh School	2
Kildare, Church Education Society's School	1
Kildress, Erasmus Smith's School	1
Kilkenny Collegiate School	1
" St. Kyran's College	1
Kilmarnock Academy	2
Kirkwall Grammar School	1
Leith High School	1
Limerick, St. Munchin's Seminary	3
Londonderry, Foyle College	2
Montrose Academy	1
Musselburgh High School	2
Newbridge, St. Thomas' College	1
Paisley Grammar School	3
Perth Academy	2
Pulteney Town Academy	1
St. Andrew's, Madras College	3
Sligo, Erasmus Smith's School	1
Stirling High School	3
Tain Academy	2
Wexford Endowed School	1
" Erasmus Smith's School	1
" Diocesan School	2
" St. Peter's College	4
Youghal Endowed School	1

TABLE VII.

Professions of the Fathers of certain Candidates for the Civil Service—viz., those examined for the situation of Assistant of Excise [1855–1864], and those "Tested" and examined in competition for clerkships, &c. in the Customs and Inland Revenue [1861–1864].*

Profession of Father.	No. of Candidates.
Person of title (5), *M.P.* (1), *justice of the peace* (5), *gentlemen* (126), *landed proprietor* (9), "*no profession*" (45), "*freeholder*" (1)	192
Army, officers of (39), *navy* (21) *militia* (2), *marines* (1)	63
Lieutenant-colonel, Portuguese army (1)	1
Non-commissioned officers and privates (15), *warrant officers* (1)	16
Pensioner (2)	2
Magistrate (6), *barrister* (10), *Queen's counsel* (1), *advocate* (1)	18
Solicitor (60), *lawyer* (2), *attorney* (4), *conveyancer* (1)	67
Clergyman (144), *dissenting minister* (36), *minister* (3), *missionary* (7), *chaplain* (2), *Scripture reader* (1)	193
Physician (25), *M.D.* (1), *surgeon* (53)	79
Other Professional Men—	
Accountant (28), veterinary surgeon (6), schoolmaster (83), infant schoolmaster (1), teacher (10), national teacher (4), artist (8), librarian (3), professor of languages (2), literary pursuits (2), surveyor (8), engraver (2), comedian (2), editor (4), professor at University (1), drawing master (1), professor of music (5), mathematical master (1), architect and surveyor (9), civil engineer (10), sculptor (1), parliamentary reporter (2), naturalist (2), actuary (1), dentist (1), astronomer (1), historical writer (1), clerk of works (1), agricultural chemist (1), principal, scholastic institution (1), tutor (1), cupper (1), statuary (1), manager of theatre (1)	206
Civil Service—Superior Officers and Clerks—	
Lieutenant-governor I.C.S. (1), secretary Government Commission (1), clerks (74), consul (1), vice-consul (1), acting governor of Colony (1), commissioner of Chancery (1), collector inland revenue (32), collector customs (11), inland revenue officer (169), supervisor inland revenue (75), examining officer customs (4), postmaster (20), inspector of shipwrights (1), exciseman (5), surveyor-general examiner of excise (1), sub-inspector of constabulary (1), gauger (3), division officer inland revenue (4), surveyorship inland revenue (1), storekeeper (4), collector of taxes (1), export officer inland revenue (2), import officer inland revenue (1), clerk of works (1), chief officer of coast-guard (5), inland coast-guard department (1), superintendent registrar (5), examiner inland revenue (2), lieutenant inland revenue police (1), landing waiter (2), surveyor of taxes (8), storekeeper and paymaster in ordnance (1), assistant keeper of records (1), computer ordnance map-office (1), inspector of prisons (1), inspecting commissioner coast-guard (2), surveyor of sloops, and deputy inspector-general of tonnage (1), sub-inspector inland revenue police (1), jerquer customs (1), searcher customs (2), landing surveyor (2), continental sorting office, post-office, Liverpool (1), principal officer customs (2), assistant storekeeper, inland revenue (1), Queen's messenger, Home service (1), secretary customs bill of entry office (1), officer of public works (1), inspector of fisheries (1), inland colonial service (1), agricultural inspector, National Education Office (1), coast-guard officer (1), governor of gaol (3), chief superintendent constabulary (1), inspector of river, Port of Hull (1), chief of police (1), inspector inland revenue (2), comptroller customs (6), inspector of taxes (2)	504

* In the preparation of this table it has not been thought necessary to avoid counting a second time the particulars as to a candidate who appeared a second time for examination. Considerable labour has thus been saved.

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Profession of Father.	No. of Candidates.
Civil Service—cont.	
inspector-general of water-guard customs (1), accountant inland revenue (4), examiner audit office (1), superintendent, dock-yard, Antigua (1), "secretary" (1), "chief accountant" (1), chief examiner inland revenue (1), accountant of fines (1), inspector of gaugers (1), comptroller of legacy duty inland revenue (1), registrar of births and deaths (2), paymaster R.M.A. (1), officer in customs (8)	
Inferior Officers—	
Home service messenger, Foreign Office (1), coast guard (6), postman (2), messenger (9), mail guard, post-office (1), measurer in dockyard (1), superintendent of police (4), second head-constable Irish constabulary (1), constable (1), civil assistant ordnance survey (1), custom house officer (1), tidewaiter (2), preventiveman (1), post-office official (2), office keeper House of Commons (1), letter carrier (3), stamper inland revenue (1), head constable (5), serjeant of police (2), policeman (6), inland constabulary (2), boatmen in coast-guard (1), usher in police court (1), assistant to barrack master (1), "employed at Somerset House" (1), marshalman to Her Majesty (1), tide surveyor (2), out-door officer customs (2), on ordnance survey (1), superintendent locker (2), shipwright (1), dockyard officer (1), gaol officer (1), police inspector (1), office keeper (1), crier court of sessions (1)	71
Mercantile Marine—	
Captain (3), master mariner (21), officers (3), dockmaster (1), ship-master (3), pilot (4), inland mercantile marine (1), fisherman (1), seaman (6), mariner (7)	50
Local Boards, Officers of.—Superior Officers—	
Road surveyor (1), town clerk (1), high bailiff (3), marshal University of Oxford (2), harbour master (1), sub-sheriff (1), clerk of the peace (2), deputy clerk of the peace (1), coroner (1), governor of county gaol (1), secretary to grand jury (1), sheriff's officer (2), magistrate's clerk (1), clerk to guardians (1), port master (1), high constable (1)	21
Inferior Officers—	
Clerk to Chapels Royal (1), clerk of union (1), parish clerk (4), relieving officer (9), poor law officer (1), bridewell keeper (2), macer of sessions (1), overseer (2), rate collector (3), clerk to cathedral (1), railway policeman (1), civil bill officer (2), clerk to cathedral (1), master of workhouse (7), governor of union (2)	38
Merchants, Agents, Tradesmen—	
Spirit merchant (4), farmer (394), crofter (1), innkeeper (124), agent (29), glover (6), shipowner (5), cattle dealer (2), pawnbroker (7), ironmonger (17), draper (34), wine and spirit merchant (2), grocer (88), corn dealer (5), confectioner (10), chandler (2), marine store and paper dealer (1), timber merchant (10), coal merchant (6), provision merchant (2), merchant (113), shopkeeper (12), flour factor (2), earthenware dealer (1), chemist (15), wool dealer (2), commission agent (15), stationer (6), fishmonger (3), dealer (2), share-broker (1), fruiterer (2), inland trade (5), undertaker (1), dairyman (5), leather dealer (2), auctioneer (16), broker (2), shipbroker (3), land agent (17), paper manufacturer (3), stay manufacturer (1), crate manufacturer (1), yeoman (18), clothier (9), watchmaker (8), outfitter (3), hatter (11), reed manufacturer (3), lace manufacturer (4), nail manufacturer (1), ginger beer manufacturer (1) "manufacturer" (3), agriculturist (6), market gardener (2), nurseryman (3), carrier (7), cab proprietor (1), contractor (3), lead merchant (1), bookseller (19), barge owner (2), china dealer (1), druggist (4), poulterer (2), spindle and fly-maker (1), hawker (1), mill owner (1), proprietor of posting establishment (1), flax buyer (1), machine maker (1), furniture dealer (1), provision dealer (4), tobacconist (1), shipping agent (5), general dealer (1), mercer (4), colonial agent	1,285

Professsion of Father.	No. of Candidates.
Merchants, &c.— cont.	
(1), salesman (1), flour dealer (2), hosier (2), tea dealer (2), dealer in game (1), ironfounder (1), apothecary (2), news agent (1), farm manager (6), cheesemonger (2), manufacturing chemist (2), farm agent (1), estate agent (1), newspaper proprietor (3), horse dealer (1), edge tool manufacturer (1), lamp manufacturer (1), sewed muslin manufacturer (1), flax manufacturer (1), gunsmith (2), woollen manufacturer (1), glue manufacturer (1), manufacturer of farinaceous food (1), brass and iron founder (1), proprietor of iron works (1), seedsman (2), bath proprietor (2), retired tradesman (1), commercial broker (1), publisher (1), coach proprietor (1), flour dealer (1), banker (3), factor (1), perfumer (2), chemical manufacturer (1), corn chandler (1), boot manufacturer (1), "on stock exchange" (1), silk warehouseman (1), lessee of theatre (1), builder (70), miller (15), coach builder (14), boat builder (1), shipbuilder (2), bacon merchant (1), maltster (5), distiller (2).	
Officers of Public Companies, &c.—	
Manager of gas works (1), superintendent of gas works (1), bank manager (9), station master (2), superintendent of public baths (1), railway collector (1), secretary to insurance company (1), secretary to railway (1), secretary to chamber of commerce (1), superintendent of risks to County Fire Office (1), railway superintendent (3), secretary (3), manager of tin mine (1), manager of company (1), goods manager (1), manager of canal (1), registrar of cemetery (1).	30
Clerks—	
"Clerk" (44), barrister's clerk (2), solicitor's clerk (10), banker's clerk (6), merchant's clerk (7), attorney's clerk (4), cashier (8), book-keeper (4), purser (1), warehouse keeper (1), surveyor's assistant (1), lawyer's clerk (2), assistant to professional men (2).	92
Manager of cotton factory (2), manager of woollen warehouse (1), colliery manager (1), manager of farm (4), worsted manager (1), china manager (1), commercial traveller (13), salesman (2), assistant to bazaar (1), manager of cotton mill (1), manager of bleach works (1), wood manager (1), manager of river trust works (1) manager of shipping warehouse (1), manager (3), mill manager (1), travelling agent to Sailors' Missionary Society (1), manager to brewers (1).	37
Artificers, Manufacturers—	
Plumber (19), brewer (20), wool comb manufacturer (1), hair dresser (9), zinc worker (1), gunmaker (4), weaver (19), shoemaker (76), mechanic (4), nailor (1), flesher (2), factory worker (1), carpenter (35), tanner (8), rope maker (4), joiner (20), potter (1), clockmaker (2), dyer (4), cooper (7), millwright (4), cabinet maker (23), silversmith (6), mason (13), smith and maltster (1), blacksmith (17), machinist (2), whipmaker (1), iron and tinplate worker (1), clothmaker (1), china gilder (1), pattern maker (2), printer (15), plasterer (3), painter (14), slater (5), wheelwright (2), smith (5), pump maker (1), painter and glazier (1), wool sorter (2), wood turner (1), iron moulder (2), cordwainer (9), engineer (12), engraver to calico printers (1), coral and jet carver (1), sawyer (2), block maker (1), mill operative (1), warper (1), hinge maker (1), grazier (4), shipwright (2), clog maker (1), brick maker (1), carder (2), tiler (1), fish curer (2), file smith (1), corvicer (1), wool comber (2), stone mason (9), fireman at glass works (1), currier (2), twine spinner (1), dresser (2), china burner (1), cotton spinner (5), furrier (1), forgeman (1), coach painter (1), milkman (1), whitesmith (2), clothworker (1), stone cutter (1), grocer's assistant (1), maltster's assistant (1), carpenter royal navy (1), farrier (2), pin maker (1), heraldic painter (1), stay maker (1), compositor (1), wool stapler (2), ship carpenter (1), carver and gilder (3), thread maker (1), umbrella maker (1), warp dresser (1), stuff presser (1), decorator (1), fellmonger (2), bleacher (1), medallist (2), cartwright (1), brazier (1), sail maker (1), japanner (1), silk throwster (1), baker	605

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Profession of Father.	
Artificers, &c.—cont. (33), butcher (23), jeweller (3), upholsterer (5), saddler (10), goldsmith (1), tailor (64).	
Labourers, &c.— Woodkeeper (1), porter (7), foreman (7), servant (14), ground officer (1), land steward (9), drayman (1), messenger (1), farm bailiff (3), labourer (29), overlooker (4), warehouseman (8), gamekeeper (9), engineman (1), butler (10), forester (2), miner (3), quarryman (1), shepherd (3), gardener (20), cook (3), gatekeeper (1), ostler (2), groom (2), bricklayer (7), coachman (9), waiter (1), woodman (1), wood cutter (1), wood forester (1), overman (2), storekeeper to wine merchants (1), bank messenger (1), bailiff (2), huntsman (1), valet (1), yeoman of the guard (1), courier (1), husbandman (1), bargeman (1), cellarman (4), page to royal household (1), stud groom (1), training groom (1), salmon fisher (1), coal train guard (1), steward (9), land bailiff (1).	

TABLE VIII.

Professions of the Fathers of certain Candidates for the Civil Service Being a Summary of Table VII.

Profession of Father.	No. of Candidates.
Persons of title, M.P., gentleman, &c.	192
Officers of the Army and Navy	64
Barristers, solicitors, &c.	85
Clergymen, dissenting ministers, missionaries, &c.	193
Physicians and surgeons	79
Other professional men	206
Civil Service, superior officers and clerks	504
Local boards, superior officers of	21
Officers of public companies, &c., managers, superintendents, secretaries	30
Mercantile and other clerks	129
Merchants, agents, tradesmen, &c.	
Bankers, shipowners, sharebrokers, &c.	26
Others	1,259
Master mariners, pilots, &c.	35
Artificers and working tradesmen	605
Seamen	15
Labourers	190
Non-commissioned officers and privates, and warrant officers	18
Civil Service, inferior officers	71
Local boards, inferior officers	38

Table IX.

Table showing the Professions of the Fathers of Candidates for certain Situations, who have attended English Poor Schools. Nominations of 1855–1864.

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*** In this table the father of every candidate who is stated to have been at an English poor school for any time, whether long or short, at any stage of his school career, has been counted.

Included under the head "Poor Schools," are "National Schools," "British "Schools," "Wesleyan Schools," and others which are of the kind to which Government aid is granted.

Professions, &c.	Total.	Customs' Clerks.	Inland Rev. Clerks, &c.	Assistants of Excise.
"Gentlemen"	1	—	—	1
Officers of the army	3	2	—	1
Clergymen, "ministers," surgeons, solicitors, &c.	11	5	3	3
Other professional men (including five teachers in poor schools)	34	15	6	13
Civil service: superior officers and clerks	75	13	6	56
Local boards: superior officers	3	1	—	2
Clerks, &c., in public companies and to private persons	18	6	5	7
Tradesmen, agents, manufacturers, farmers, &c.	192	67	17	108
Master mariner and pilot	8	3	1	4
Artizans and manufacturing or working tradesmen (mostly, no doubt, tradesmen)	171	44	16	111
Civil service: inferior officers	18	6	4	8
Local boards: ditto	6	4	—	2
Labourers, servants, inferior officers of railways, &c.; non-commissioned officers, seamen, &c.	58	20	4	34
	598	186	62	350

Mr. Lovett.

Mr. Lovett, being requested to give evidence before the Commissioners, made the following communication, which is printed with his permission:—

137, Euston Road,
March 16, 1866.

Sir,

In reply to your kind note of yesterday, I beg to inform you that I have no very valuable information to give Her Majesty's Commissioners on the subject of their inquiry; and, if they will be pleased to excuse me, I would rather not appear before them. For my experience in education has been confined solely to schools for the children of the working classes, and, therefore, I could say nothing practically regarding middle-class schools, nor have I any statistical information to lay before them. I have, however, had some little experience in imparting information to children, and have given much thought and attention to the kind of education which I think should be given to our youthful population, whatever the class they may belong to, or whatever the position in society they may be destined to fill; and, if I shall not be considered presuming, I will briefly state my views in this letter. In the first place, I may state that I consider the education now given to our people very defective; in fact, reading, writing, and arithmetic, with what is called religious education,

Mr. Lovett.

form the staple of what is taught in most of our schools; and when so little is taught we cannot expect to see any great results. Generally speaking, they are not taught anything regarding the duties they have to perform for securing their own well-being, or that of society, of which they form a part. They are taught nothing regarding our social or political systems, the mode by which they are sustained, or may be improved, or the duties they owe towards them. Hence we need not be surprised at the blunders they make, the contests they engage in, and the social wrecks so many of them become, when they are turned out of their schools to begin the great business of life, like ships upon the ocean without compass or rudder. A knowledge, therefore, of the laws of social life, or of the laws of human well-being, or in other words of social science, should evidently be taught in our schools, whether of the upper, middle, or the working classes. The elements of science should also, in my opinion, form a part of school teaching, as science may be said to form the foundation of all those arts, appliances, and inventions, that supply the wants and minister to the comforts and happiness of civilized life. And the proof of this is perhaps more evident in our own day, than in any past period of our history; for to what do we owe our vast increase of capital, our extended trade and commerce, our rapid transit by sea and land, and our varied and multiplied means of comfort and enjoyment, but to the investigations, contrivances, and labours of a few thoughtful, plodding, persevering men, whose wondrous achievements had their foundation in science, in a knowledge of nature, and of nature's laws. In fact, science throws open to every inquirer the whole extensive laboratory of nature, displays before him her immense stores of varied materials fitting for every purpose, stimulates his ingenuity by showing him her countless contrivances, from the most minute to the most stupendous, calls forth his inventive and constructive powers by teaching him the simplicity and efficiency of her wondrous laws, awakens whatever latent genius, whatever feelings of hope or ambition may be in his nature, and bids him to energetically and industriously labour to apply all those means and resources for the benefit of his country and his race. And among those who have availed themselves of those teachings, and who have laboured in compliance with those injunctions, there are surely none who stand higher in the roll of earth's benefactors than those who have sprang from the ranks of labour. But great as has been our country's share in the glorious work of human advancement, and justly proud as we may be of the men whose labours have made our country so far "great, glorious, and free," we must gird up our loins for renewed efforts in the race of invention and improvement, if we would still maintain our position, and enjoy the advantages we derive from it. Other nations than our own are fast applying our inventions, and stimulating their people to improve and extend them; and we too, must by every means in our power, strive to awaken the latent powers and slumbering energies that doubtless now lie buried in the minds of our people, beneath an incrustation of ignorance, prejudice, and vice, if we would continue to extend our inventions, our improvements, and means of production, and maintain our ascendancy for the advancement of our own, and the world's happiness; and the cultivation of scientific knowledge among the mass of our people, appears to me to be the only rational mode of developing those powers. But, in expressing this opinion I am not so sanguine as to imagine that any one person will be able to master many sciences; but I entertain the opinion that the great majority of children would be able to master the great outlines and rudiments of many, if they were taught them at school,

without more mental effort than is now given to many subjects, which I think should be taught elsewhere than in the school. I humbly conceive that all men should be taught to read some portion at least of the great volume of nature, with the view of awakening their mental powers to a perception of the vastness, grandeur, and myriad wonders that volume contains; and thus elevate their feelings, views, and aspirations above the mere sensual grovellings ignorance is too prone to indulge in. And further, that when our children leave their schools, to take their part in the great business of life, that they should have acquired sufficient knowledge to appreciate the teachings of the pulpit, the institute, and the lecture-room, and be stimulated sufficiently by their school knowledge to keep adding to their stock of information, and be able to know something of life's duties, and competent to direct their hands and guide their conduct; and not, as we too often see them, sit in stolid apathy or drowsy mood, while the preacher or teacher is wasting his arguments and his eloquence, for the want of the simple elementary knowledge necessary for comprehending him. Nay, in too many instances, forgetting even the scanty knowledge they obtained at school, because it was void of interest or real instruction. And that this kind of knowledge can be imparted to school children, and readily appreciated by them, I can testify from my own little experience, though I make no great pretensions as a school-teacher; and given too without neglecting the usual elements of instruction. It might be urged in opposition to my remarks, that the time for teaching those subjects cannot be afforded in school. In answer to which, permit me to make an extract from the Report of the Educational Commissioners of 1861. In speaking of the present syllabus of the training colleges of the country, they say:—"But we feel bound to state that the "omission of one subject from the syllabus, and from the examination "papers, has left on our minds a painful impression. Next to religion, "the knowledge most important to a labouring man, is that of the "causes which regulate the amount of his wages, the hours of his "work, the regularity of his employment, and the prices of what "he consumes. The want of such knowledge leads him constantly "into error and violence, destructive to himself and to his family, "oppressive to his fellow workmen, ruinous to his employers, and "mischievous to society. Of the elements of such knowledge we see "no traces in the syllabus, except the words 'Saving Banks and the "'nature of Interest,' in the female syllabus. If some of the time "now devoted to the geography of Palestine, the succession of the "Kings of Israel, the Wars of the Roses, or the Heresies of the Early "Church, were given to Political Economy, much valuable instruction "might be acquired, and little that is worth having would be lost." Again they say, "We think that the present list of alternative subjects "omits some which are so important, that the question whether they "should not be made compulsory in all cases, at the expense of "sacrificing some of what we have described as the elementary subjects, "well deserves the attentive consideration of the framers of the "syllabus. These are the principles of Physiology, in so far as they "are necessary to explain the rules which affect the preservation of "health." Hoping that you will excuse my long letter.

I am, &c.

WM. LOVETT.

H. J. Roby, Esq.,
2, Victoria-street, Westminster.

Wednesday, 21st March 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
THE DEAN OF CHICHESTER.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Miss F. Martin. Miss FRANCES MARTIN called in and examined.

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15,370. (*Lord Taunton.*) I believe you are superintendent of Bedford College school in Bedford Square?—Yes.

15,371. How long have you held that situation?—I think altogether 11 or 12 years, I am not quite sure.

15,372. Will you have the kindness to tell us what is the nature of that establishment?—Of the school or the college?

15,373. Both; I mean what it consists of? There is a college I believe, and a school appended to the college?—Yes.

15,374. What is the nature of the college?—In the college, lectures are given to elder girls on different subjects.

15,375. And in that respect similar to the Queen's College?—Yes.

15,376. I think you are yourself acquainted with Queen's College?—I was educated there.

15,377. This establishment differs from the establishment of Queen's College from the circumstance of a school being appended to it?—I believe there is a school at Queen's College also.

15,378. The school at Bedford College is a day school I believe?—Yes.

15,379. Are there any boarders?—No.

15,380. What is the present number of pupils?—At present 60.

15,381. Of what ages?—From 8 to 17.

15,382. What is about the expense of the education at this school to a pupil?—The exact expense for pupils under 10 is four guineas a term, 12 guineas a year, or by compounding and paying the whole year in advance 10 guineas; above 10 and under 14 years of age five guineas a term, 15 guineas a session; and above 14 years of age six guineas a term, 18 guineas a session.

15,383. Does that include everything, or are there extras?—Everything taught in the school; there are no extras.

15,384. Will you have the kindness to state what are the subjects taught in the school?—Latin, French, German, history, geography, arithmetic, grammar, dictation, drawing, drilling, singing, and writing; these subjects are not taught to all pupils, but they are taught in the school in different classes.

15,385. What degree of option is given to the pupils or their parents with regard to the subjects taught to particular girls?—Not any.

15,386. Who judges what subjects shall be taught to certain girls and what shall not?—I do.

15,387. Will you allow me to ask what rule you follow in making that selection; is it the ability of the girls or their probable future destination in life?—I examine them when they first enter the school, to see which class they are best fitted to enter, place them in that class,

and they take all the subjects taught in it. There are five classes in the school.

15,388. For instance, is every girl who goes through the school obliged to learn French, German, and Latin?—Every girl in the highest class of the school, but not in the lower classes.

15,389. It depends on the classes they belong to?—Yes.

15,390. Do you find any difficulty in adequately teaching to a girl of ordinary intelligence three languages, such as French, German, and Latin, and at the same time instructing them properly in the English language?—No; but then we confine ourselves to the elements of German and Latin, to the grammar of Latin, especially to the declensions and the verbs.

15,391. Do you never attempt in the case of the higher classes to push the study of Latin further, so as to give them a taste for the best authors?—Not always; they go to the college for the higher classes. We prepare them for the college.

15,392. With regard to Latin, does your experience lead you to attach importance to it, as a means of preparing girls for the study of English or as a means of giving power to the mind?—I think it is in every way an excellent mental training.

15,393. You think Latin grammar a very useful instrument for that purpose?—Yes.

15,394. Do you find the girls learn it readily?—As readily as they learn any grammar. Grammar is a difficult subject.

15,395. Do the parents acquiesce in this course of teaching, or do they object to Latin at all?—It is understood that pupils take every subject taught in the school, so I do not hear of any opposition.

15,396. You have no reason to believe that the parents of the girls who come to your school generally think it objectionable that they should be taught Latin?—I do not think so.

15,397. Have you the absolute control of the studies of the school?—Yes.

15,398. What class of society do your pupils generally come from? Are they the daughters of professional men?—The daughters of professional men principally, and men of independent means, some of them.

15,399. Are there any daughters of tradesmen among them?—Yes, some, a small proportion.

15,400. Is any girl who asks to be admitted allowed to come to the school, or do you exercise any selection?—Almost any girl who asks to be admitted is allowed to come.

15,401. I believe with regard to religious instruction, you arrange it so as not to prevent the daughters of Dissenters from coming to the school?—We have no religious instruction in the school.

15,402. You do not read the Bible with the girls?—No.

15,403. From your observation, do you believe there is anything in this system that produces an irreligious tone among the girls, or that they are, generally speaking, ignorant of the truths of Christianity?—No, I think not. Personally I should prefer direct religious instruction, but that is not in accordance with the principles of the college. At the same time I think there is a very high tone, moral and religious, in the school.

15,404. Do you ever communicate with the parents of the girls upon these subjects, so as to induce them to give a proper religious instruction to their children?—I should if I found it necessary, but it is very seldom that I find it necessary to make a complaint of any kind to the parents.

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15,405. From your means of observation, do you believe that the education of girls of this class is often very much neglected in this country?—I think it is sometimes.

15,406. In many of the private schools what is taught is rather showy and superficial than really calculated to be useful?—Yes, I am afraid it is; but I think the work of many good schools is overlooked.

15,407. You mean that there are very good private schools?—I believe there are, in all parts of England.

15,408. Do you believe that their number is rather on the increase?—I hope so. I have had many girls come to me lately very well prepared from private schools in England; one lately from a school in Sidney, an Australian girl, excellently taught.

15,409. Do you believe that the early education of girls should differ very materially from that of boys, or not?—Perhaps not so much the early education.

15,410. (*Lord Lyttelton.*) The college and the school are two distinct institutions?—Yes.

15,411. Are they under the same roof?—In two adjoining houses.

15,412. Your position has only reference to the school?—To the school.

15,413. And it is in the school that there is a senior and junior department?—There are five classes in the school; we speak of them as senior and junior classes.

15,414. You are superintendent over the whole school—all those classes?—Yes.

15,415. Is the boarding-house within the school building?—It is the upper part of both houses.

15,416. In which there are 15 students?—Yes.

15,417. It is stated here that they are under independent management, do you mean that they are under your control?—No, not at all. I do not live in the house.

15,418. Who has the charge of that boarding-house?—Miss Thomas.

15,419. Is that a part of the college system, or is it only permitted to Miss Thomas; is it a private arrangement of her own?—It is permitted to Miss Thomas. It is no part of the college system.

15,420. It is her own private speculation?—No, I think not.

15,421. You have no official connexion with that house?—Not any.

15,422. How many pupils are there under you?—60 school pupils at present.

15,423. What are the limits of age; what are the youngest and what are the eldest?—At present the youngest is between 8 and 9, the eldest between 16 and 17. I do not think we have any over 17.

15,424. Do you prepare them for any particular class of life or occupation, or do you only give them what you consider the best general education?—The best general education.

15,425. How long has the school been in existence?—I think 13 years, but I am not certain about that.

15,426. Have the numbers been about what they are now most of the time?—It was a school at first of about five pupils, and the numbers have increased up to 76, which has been the highest number we have ever had.

15,427. What have the young ladies generally become in after life; what profession have they taken to after leaving you?—I cannot tell. Many of them continue their studies in the college. We try to prepare them for the college.

15,428. But do you know what they are after leaving the college?—A good many of them are married.

15,429. Have those who are not married become governesses?—Some of them have, but not many, others are living at home.

15,430. What is the lowest class from which your pupils come?—Tradespeople.

15,431. The better sort of tradespeople?—Yes, I think so.

15,432. Do they mix together with the others on the same terms?—Yes.

15,433. We find that an attempt was made to form a class in biblical literature which should represent no special creed, but that was unsuccessful. Was that when you were there?—I think I was out of England. I was in France for two years once, and I believe the class was formed when I was out of England.

15,434. Have you been at the head of the school ever since it has been formed?—Yes, with intermissions.

15,435. From your own knowledge you cannot give us any explanation in what manner this failure arose?—I should hardly like to speak positively; the class was formed by the Rev. J. Baines, who is now the vicar of Little Marlow, Bucks. It may have been held before the establishment of the school, or whilst I was out of England. I do not remember such a class.

15,436. (*Dean of Chichester.*) Do you adhere strictly to the rule of teaching no religion?—Yes, in the school.

15,437. A Jew might attend?—Yes, some Jews do.

15,438. (*Lord Lyttelton.*) Are you yourself a member of the Church of England?—I am a member of the Church of England, and every teacher in the school is a member of the Church of England.

15,439. (*Dr. Storrar.*) Can you inform us in what respect the education in Bedford College and Queen's College differ?—That I am afraid I cannot answer. I can only speak of Harley Street as it was 12 or 13 years ago, when I attended the college. It is very much changed, but of course there was direct religious instruction in Harley Street, and I think a larger range of subjects offered to the students.

15,440. Then the practice of your college is rather to limit the range of subjects?—Yes.

15,441. Is that with any specific object?—Yes, in order that the pupils may become more thoroughly acquainted with the subjects that they study.

15,442. So as in fact to secure a more perfect mental discipline?—Yes.

15,443. When you have the sole charge of a girl, when she comes to you at the earliest age, at what stage of education will you receive her, and what do you do with her, supposing you have her entirely at your own disposal?—We expect her to read and write when she enters the school, not well, but still not needing to be taught the alphabet. We like her to pass through all the classes in the school, that is if a girl enters the lowest class she ought not to join the college until she has passed through the highest class in the school. The fifth is the highest.

15,444. What would you put her to, would you put her to French before you put her to Latin?—Yes, to French first. I tried Latin first, and found it more difficult for the little children than French. For one or two years I made the attempt of teaching them Latin first. The parents I think, perhaps, discouraged them, and told them it was impossible for them to learn the lessons which were set them to learn

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at home. I had some difficulty with the little ones, which I never find with girls of 10 years old and upwards.

15,445. (*Lord Lyttelton.*) Do you conduct much of the teaching yourself?—Yes, some of it.

15,446. (*Dr. Storrar.*) Do you commence German after or before Latin?—After.

15,447. With respect to arithmetic, how far do you carry that in the school?—Through fractions, vulgar and decimal, and proportion. We teach them the use of signs. It very much depends on the class. Some classes can take Euclid before they go to the college, others cannot. I like to make them thoroughly understand what they learn in the school, and they make rapid progress in the higher classes of the college afterwards.

15,448. It might happen that you would teach a girl Euclid in the school?—Yes.

15,449. Any algebra?—Yes, with a good class, it depends on the class.

15,450. You do not attempt any science in the school, such as mechanics or chemistry?—Yes, sometimes.

15,451. What part of science?—Natural history, some botany, and natural philosophy.

15,452. How do you teach that? is it by means of books, by catechetical instruction, or have you the means of demonstrating the subjects?—We have the means of demonstration. In teaching botany we should use specimens of plants and flowers, teaching vegetable physiology first, and then botany. In any class of natural philosophy we have the use of any instruments which there are in the college, but ours would be very simple teaching, the use of the air pump, and barometers, and thermometers.

15,453. Any apparatus that the college has is at your service?—Yes.

15,454. Have you had any experience in teaching boys?—No; I am sorry to say I have not.

15,455. So that you can hardly venture to offer an opinion as to the relative aptitude of boys and girls of the same age?—No, I cannot.

15,456. How do you maintain discipline in the school. Are you occasionally troubled with refractory subjects?—No, I think not. In a large school there is, I think, less difficulty than with few pupils.

15,457. You find that you can maintain the public opinion in a girls' school, which brings into discipline all the new recruits without much difficulty?—Yes; with very little trouble. We are very strict as to discipline, order, and obedience. We find it very easy to be obeyed.

15,458. (*Lord Lyttelton.*) You have no system of punishments?—I do not think it deserves the name of punishment. If we find a girl very inattentive, we send her from the table, and she cannot attend to the rest of the lesson; no further punishment than that.

15,459. (*Dr. Storrar.*) Do you encourage competition much between the girls?—No, we keep it under as far as possible. I do not think they need it.

15,460. Have you reason to suppose that the encouragement of competition to the extent that it is carried amongst boys would prove injurious to girls?—I think very injurious.

15,461. That remark I take for granted of course is based upon experience?—Yes; I think it is injurious to boys just as much as to girls. I think it fosters vanity and self-will in boys as well as girls.

15,462. Would you say that it is injurious to them physically or mentally, or in both ways?—In both ways, and morally also.

15,463. What proportion of the girls do you think that pass through your hands proceed to the college?—The highest class of the school every year is compelled to leave the school. No girl who has once passed through can be re-admitted. We have no class with more than 15 in it, that is the limit, consequently 14 or 15 leave the school every year, any cannot return. I think about half of them go to the college, but very many go to other schools afterwards.

15,464. At about what age would they go into the college?—They can enter the college if they wish it at 14. Very few leave the school so early as that.

15,465. What object have the parents in sending their children from you to the other schools?—Simply for the reason that we do not receive them again.

15,466. Have you any difficulty in providing assistant teachers?—Yes, occasionally.

15,467. I mean difficulty in getting ladies who have had that amount of educational discipline themselves, as well as that amount of information conveyed to them, that will render them capable and apt to teach others?—I do not think good training always makes a good teacher; good training will not give the power of influencing others in all cases. It may give a power of teaching and imparting instruction, but I think that the smallest part of the work of an educator.

15,468. Do you believe that it is possible by any system of training to teach an instructress any kind of method which would enable her to maintain an influence over the class, or do you think it comes by nature?—Partly by nature; but I do not think any one method can be devised, which shall be applicable in all cases, so many methods are good. It should rest with the teacher; every teacher according to her own individuality should be free to choose the method in which she can work best. In the school, so soon as I have a teacher on whom I can rely, I leave her perfectly free to teach in her own method, provided she teaches well.

15,469. Am I to understand that you have not a very great deal of faith in the training of ladies as instructresses?—I am afraid I have not very much faith in such training. My experience has been small, but it has not been satisfactory, as far as it goes, as to the kind of influence these ladies exercise over their pupils.

15,470. A good deal has been said about the educating of ladies to the professional work of governesses, do you believe that it is necessary to give to any such lady an education in any degree different from that which you would give to make a well-educated woman?—No, I should prefer giving to all women a good education; I think any instruction in method might be given in the course of a few months; supposing any lady had to become a teacher, then perhaps instruction in the method of teaching would be very useful to her; but girls are not qualified to receive that kind of instruction in method until they are 19 or 20, or older than that.

15,471. But looking to education alone, you would not favour any special system of education for governesses?—No.

15,472. You approve of ladies being instructed in Latin, would you approve of Greek?—Yes.

15,473. Do you take the view that has been expressed before this Commission, that it is advisable to carry the education of ladies up to the same point that the arts education of men is carried, and *pari passu*?—I see no reason why there should be any limits to the education of women.

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15,474. Would you go so far as to say that ladies should graduate in arts in a University?—I think graduating in arts is a different question from educating women. I do not think that the two things are necessarily connected.

15,475. Should I put your views rightly if I were to say that you recognize a distinction between the mind of women and the mind of men to this extent, that in the latter part of their education it should be somewhat different?—Yes.

15,476. That you might treat them alike during the period of childhood?—Yes.

15,477. But that there is a point where there must be a divergence?—I think there ought to be a divergence.

15,478. (*Mr. Erle.*) You disapprove of competition among your scholars; have you any rewards given to them?—We have no prizes. We have one reward in the highest class of the school, a presentation to the college, to the value of half the fees of the college.

15,479. How is that awarded?—The best pupil in the highest class has that, the best in conduct and in general progress.

15,480. That depends upon your report generally?—Yes.

15,481. Not on any examination?—There are examinations in the school at the close of every term, and the reports are in accordance with the results of these examinations.

15,482. I mean the advantage of that exhibition is not given in the result of any special examination?—Of the general examinations, not of any special examination.

15,483. Do they change their position in the class; for instance, if one pupil among 15 in a class advances much more rapidly than the others, does she take a much higher position in the same class?—Not in the same class, but she may be moved to a higher class. She need not move with the whole class.

15,484. They do not change their position in each separate class?—No. We have school examinations; I approve of school examinations, and examinations by teachers. I think it is impossible to teach without them. As the result of these examinations the pupils may be moved from one class to another at the end of any term. The professors of the college examine in the school.

15,485. You spoke just now of some extent of instruction in the natural sciences which is given to your scholars; is that optional with them?—No, it is not optional. The instruction I spoke of is very elementary.

15,486. Is merely a facility afforded to them of receiving that, or is it required from them?—It is required from them in every class of the school. With the young children there is what we call teaching of natural objects, and in the higher classes some branches of natural science. That is not optional for any of the pupils. They take it as part of the school routine.

15,487. Do you find that instruction very beneficial to them?—I think so.

15,488. Do you find that it quickens their intelligence?—Yes, it makes them much more intelligent, and they have always a very great interest in teaching of that kind.

15,489. So that it commends the studies of the establishment to the scholars?—I think so.

15,490. Do you find that the same scholars who take a great interest in those subjects are quickened in their facility of acquiring other subjects?—Yes, I think so.

15,491. In their intellects and the quickness of their apprehensions? —Yes; I think this quickness of apprehension extends to all subjects if you can secure it in one.

15,492. If the good moral feeling which you describe prevails among all the scholars, I suppose they derive great advantage from mutual instruction?—Very great.

15,493. (*Lord Taunton.*) You are probably aware of the system of examination for certificates which has been introduced in the University of Cambridge for women?—Yes.

15,494. Do you believe such a system likely to produce good effects upon female education generally?—I am very much afraid of it.

15,495. Why so?—Partly for the reasons I have already said. I think it fosters vanity, and I think vanity is used as the great motive in inducing girls to go up for these examinations. I think there should be examinations in schools as part of the school routine. I believe that any public examination should be a final one, and should come at the end of an education, and that there should not be two or three public examinations in the course of a girl's school life.

15,496. Is there any system of examination of an external kind with regard to your school, that is to say, do you ever call in persons quite unconnected with the school to examine and report upon the condition of the school?—No, only the college professors; a professor not teaching a class will often examine it if I ask him to do so.

15,497. But there is no general examination of the school, and no general report of the condition of the school?—No; I am responsible to the council for the condition of the school.

15,498. (*Dr. Storrar.*) Do the council of the college not send in the college professors occasionally into the school to ascertain in what condition it is?—No.

15,499. Are you familiar with the system of class education for young ladies in Edinburgh?—Not in Edinburgh, I have seen it at St. Andrews. I suppose it is the same kind of thing; I have heard of the Edinburgh schools.

15,500. Have you reason to apprehend that girls under the system pursued in Edinburgh, by being brought before the public in classes and passing about from class room to class room, lose some of that delicacy which is valued by many in the education of girls?—Yes, I think they do; I should be afraid of introducing such a system in England; I think it would do decided harm to girls.

15,501. You think it would be a sacrifice to introduce the Edinburgh system into London?—I think so.

15,502. Do you prefer a more domestic system?—Yes, and as little publicity as possible in the education of girls.

15,503. (*Lord Lyttelton.*) They come to you at the age of eight, but at what older age do they ever come to the school?—As old as 15.

15,504. Do the majority of them come to you from home or from some other school?—I can hardly tell; I am not prepared to answer that question.

15,505. Considering their class in life, do they come to you well prepared or not?—On the average very fairly prepared.

15,506. What are the main defects as to instruction in the state in which they come to you?—The English and spelling is defective.

15,507. Is the spelling often defective?—Very often.

15,508. They are not able to write English well?—On the whole the English education, geography, grammar, history, spelling, and especially arithmetic.

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15,509. Do they appear to have been taught in a shallow and superficial way?—I think so, many of them; I am speaking of the worst. We have many who have been very well taught, when there are deficiences they are of that kind.

15,510. The fees in the school are 15 and 18 guineas?—There has been an alteration made since our answers to the Commissioners' questions were sent in; at least I have asked the council for one year to try the experiment of admitting younger pupils at lower terms. This plan has been tried only for one term.

15,511. The school is self-supporting?—Yes, entirely.

15,512. Have you found that amount of fee payable without difficulty and complaint by the parents?—I believe so; I do not receive the fees, the lady resident of the college receives all the fees.

15,513. There is nothing optional, and no extras?—Nothing optional and no extras.

15,514. (*Dr. Storrar.*) What are the school hours?—From half-past nine to one.

15,515. The children are kept continuously employed during that time?—They are not continually employed in mental work during that time, they have drilling and singing lessons; there is a break for playtime.

15,516. What holidays have you?—We have a month at Christmas, a fortnight at Easter, and 11 or 12 weeks in the summer.

15,517. Do you give the children work to prepare at home?—Yes; all the work is prepared at home.

15,518. Do you know whether the children for the most part do the work by themselves, or do they get the assistance of private governesses?—In many cases they have the assistance of private governesses, the younger ones especially.

15,519. Do you see an advantage in that?—If they have a good governess, very great.

15,520. You do not apprehend that in some instances the private governess may do too much and relieve the child of some portion of the exertion that she ought to make for herself?—No, I do not think so.

15,521. (*Lord Lyttelton.*) Is it not a peculiar system on which the school is worked only in the morning, and with no afternoon teaching?—I suppose it is.

15,522. Are you aware of any other school in which that is the case?—No.

15,523. Do you know the reason in the minds of the managers of the school for that limitation?—I think it is quite long enough for school hours.

15,524. About how much time do the girls on an average take with the work they have to do at home?—We try to limit the work in the upper classes of the school to between two and three hours' work at home for preparation; in the lower classes one hour is sufficient.

15,525. The whole amount of work would be three and a half hours in school?—I think you may call it three hours only of work in the school.

15,526. The whole amount of the school work of the younger girls is not more than four hours?—That is so.

15,527. And the others a little more than five hours?—Yes; that does not include instrumental music and practising.

15,528. (*Dr. Storrar.*) Instrumental music is taught in the school, is it not?—Not in the school hours; it is taught, but it is an extra subject, taught out of school-hours at an extra fee. It is not included in the

school studies; the school is over at one o'clock, then I leave the house and all the teachers leave the house. Any pupils who take instrumental music come in the afternoon. *Miss F. Martin* 21st Mar. 1866.

15,529. (*Lord Lyttelton.*) Do many of them come for that?—Yes, a considerable number.

15,530. (*Dr. Storrar.*) What kind of music forms part of the ordinary school course?—Vocal music.

15,531. (*Lord Lyttelton.*) Mr. Hullah teaches that?—Mr. Hullah does not teach in the school, Mr. Bannister teaches in the school, appointed by Mr. Hullah, using his system of teaching and his books.

15,532. (*Dean of Chichester.*) Who superintends the discipline of the school when instrumental music is taught?—There is only one pupil at a time with one lady.

15,533. (*Lord Taunton.*) Is there anything else which you wish to add?—I do not think that all good schoolmistresses are in favour of examinations, that is of independent examinations. They are not necessary in a really good and well-conducted school, because they are an indirect means of finding out the excellence or deficiency of the teachers, which a competent schoolmistress will find out and remedy for herself. Those who have had experience as teachers know the "cram" for special examinations is particularly injurious to young girls, and are uncertain whether there should not be a standard for women as women, which must differ from the standard for men as men. If so, it would seem possible to frame a curriculum specially suited to girls which should give them a possibility of attaining a larger and higher development than if they were forced to run along the same groove as the boys. These teachers are not sure that the best training for boys would be the best or even good for girls, and they fear that the examinations and certificates which would show that a girl had been well instructed might make education in its true sense difficult, if not impossible. The moral and religious training of women means the moral and religious training of the human race, they think that it cannot be fostered by an examination and a certificate, and ought not to be sacrificed to a little more or less of mental culture.

The Rev. F. V. THORNTON, M.A., called in and examined. *Rev. F. V. Thornton, M.A.*

15,534. (*Lord Taunton.*) You are the rector of Callington in Cornwall?—Yes.

15,535. How long have you been there?—Not quite two years.

15,536. I believe you have established a school there in which there is a mixture of the children of different classes of society, as to the working of which we shall be obliged for any information with which you will favour us. Did you establish that school since you have become incumbent of Callington?—Yes, I took the nucleus of it from Hampshire where a similar school had been at work under me for 14 years.

15,537. You had been a clergyman in Hampshire?—Yes.

15,538. Will you have the kindness to describe the nature of your school?—The nature or the history?

15,539. Both, if you please, beginning with the history?—It was the improvement of a primary school into a secondary school. It began from the creation of a primary school where none had existed. I am now speaking of Hampshire. I think it is necessary to place the growth of the school distinctly before you. It began with the creation of a primary school and the working in it of my curate and myself. The children of the middle classes came to the school in consequence of the improvement of the education.

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15,540. By the middle classes do you mean the farmers and small tradesmen's sons, and so on?—Yes; with the addition of some children of the higher classes almost from the first. We then added a house for boarders which was filled the day it was opened. That school continued for about 14 years.

15,541. How many boarders were there at the time you left it?—Somewhere about 40, or rather more. When I left it had advanced both in the education given and in the class of children attending it. At an earlier time there had been 45 of what are called the lower middle classes boarding in it.

15,542. This was a middle-class school engrafted on a national school, was it not?—One is afraid of the expression because it implies distinct teaching. There was no separation whatever between the children. They were taught exactly alike, and I have had at the top of the school some of the lower orders from the beginning of the school till now.

15,543. From what you have stated, I suppose they are educated on the same benches and receive precisely the same instruction?—Precisely the same. It was the national school of the village, into which the children of the middle classes crowded.

15,544. As time went on, I presume the son of the labourer was not, generally speaking, able to remain as long as the son of the farmer or tradesman, or man of the middle class?—Exactly.

15,545. Did that circumstance establish a necessary and self-acting separation with regard to the pupils of the school?—It might have done so if the daughters of labourers had not kept their places at the top of the school, it being a mixed school of boys and girls.

15,546. Do you mean that the daughters of labourers remained longer than the sons of labourers?—They always remain longer throughout the country, and with a little encouragement they will remain considerably longer: either industrial encouragement or intellectual encouragement will keep the daughters of labourers in school till 14 or 15, when the son goes at from 8 upwards.

15,547. (*Lord Lyttelton.*) What do you mean by industrial and intellectual encouragement?—We took all above 12 years of age into our own house under our own servants, as an integral part of their school teaching, if they were going to service; and they remained gladly till 15 for that inducement. They came from four to eight times a year for a week at a time.

15,548. Do you mean that in your house you were able to give them much industrial training?—Yes, without the appearance of it.

15,549. To how many girls could you give that?—To as many as there were of the right age in a small country school; about 8 or 12.

15,550. To 8 or 12 girls you could in your house give industrial training?—Yes, I have done that for 25 years, a week at a time each, and if they come from 4 to 8 times a year it is found to be a very effectual addition to their training.

15,551. What sort of work did you give them?—Anything there was to do, there was no pretence of teaching them, simply letting them do what was to be done.

15,552. (*Lord Taunton.*) How did you arrange the system of payments with regard to these different pupils?—When the children of the middle classes came to the school, they paid at first 4*l.* a year. I have raised the payment very much since then.

15,553. That was for day scholars?—Yes, boarders paid 23*l.* This payment was also raised. After the school had existed a little while we found that we wanted a better head to it, and we had an ordained

master, who had been a master at Marlborough. This change raised the fees and the character of the education as well.

15,554. Did you find this system of mixed education for different classes of society and of the two sexes work satisfactorily?—To my own mind perfectly so, and apparently in the opinion of the parents of the children, as no child was ever removed on the ground of evil arising from the mixture either of classes or of sexes.

15,555. Had you any difficulties at first to overcome?—I was told at first that the thing was absolutely impossible, but I said I did not want the children of a higher class; and the result was that they came.

15,556. Do you think such a system would work well except in special cases, that is to say, where a very constant and active supervision was exercised by somebody?—From the moment a fitting master was put over the school I abstained from all supervision. The school was as absolutely in his hands as any public school is in the hands of its master.

15,557. Is this a system which you have transplanted into Cornwall?—I took the nucleus of this school into Cornwall with me and planted it in a small town.

15,558. What do you mean by the nucleus?—The second master, who was in orders, some under-teachers, and about 20 of the pupils.

15,559. Twenty boarders of course?—Partly boarders and partly my own children who are day scholars.

15,560. How have you found it answer in Cornwall?—The children of every class in the town are in the school. The receipts from day scholars the first year were over 320*l.* and the demand is now for accommodation for boarders.

15,561. I suppose you found the working classes in Cornwall in the receipt of somewhat better wages than they were in Hampshire, and so with the small tradesmen?—Not much, the actual working people about us are worse off now than usual; the mines are low.

15,562. The system is working smoothly?—Perfectly.

15,563. (*Lord Lyttelton.*) You can keep girls till 14 or 15 partly by industrial encouragement and partly by intellectual encouragement; what is the intellectual encouragement you give to them?—Those who were going to be pupil-teachers, teachers of primary schools, and those who were capable of being teachers of a higher order got an education which enabled them to get their living afterwards.

15,564. Do you mean that when they arrived at the age when girls generally leave, about 13, you gave them higher branches of instruction?—Yes.

15,565. What were those higher branches?—I should rather say the continuation of what they were learning than higher branches, because all the children learnt Latin; the ground work of the teaching was Latin.

15,566. When did you begin; do they come at the usual school age, about 8?—They come younger than 8, and at about that age they would begin the Latin grammar.

15,567. Boys and girls?—Yes.

15,568. You taught Latin equally to the children of the labourers?—Precisely.

15,569. How far were you able to carry their knowledge of Latin?—With a boy who was going to field labour a very little way, but the very beginning of the Latin grammar appeared to do him more good than any amount of information which he would have got under another system.

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15,570. Enabled him to learn his own language better ?—Yes.

15,571. Do you mean that is the case with a boy who will leave not later than 12 years old ?—Yes; if he leave at 10.

15,572. Do the children of labourers generally leave before they are 12 ?—Yes; at 10, or younger.

15,573. You taught the girls Latin as well as the boys ?—Yes.

15,574. Were the girls as able to master the principles of grammar as taught through Latin, as the boys were ?—Quite.

15,575. Do you think this mixture of classes, the labouring and the middle class, is good in itself, or that with a good education at hand the farmers and tradesmen are content that their children should mix with the classes below them; and do you think it is in their opinion as well as your own, a good thing in itself that they should be at the same school ?—It is the opinion of some that it is a good thing; I should say that opinions are divided about it.

15,576. What is your own judgment upon it ?—My own judgment is, that it is good *per se*; but it is not confined to the mixture of the lower middle and lower classes, we have children of all classes up to the highest, in the same school, my great object being secondary schools in which gentlemen's children can receive the elements of their education, and the others receive the whole of theirs.

15,577. (*Lord Taunton.*) I believe you allow your own children to attend these schools ?—They have been brought up entirely in the schools from the beginning.

15,578. (*Lord Lyttelton.*) You are acquainted with schools in other parts of the world ?—Yes.

15,579. Are you acquainted with Scotch schools ?—Very little.

15,580. Or American schools ?—I have never been in America.

15,581. This system of teaching them together is general on some parts of the continent ?—I believe so.

15,582. You have reason to think well of it as you have seen it abroad ?—Very well indeed, especially at Neufchâtel and Morat, two neighbouring schools, the best I know in Europe.

15,583. The school at Morat is a large school; is it from all classes of society ?—Yes.

15,584. Do you conceive that the opinion of intelligent parents in your neighbourhood in Hampshire, from the working of your school, was the same as your own, in favour of the system ?—When I left Hampshire, and left the head master with the gentlemen's boys who were preparing for public schools as a separate school, some of the parents were on the point of taking their children away, because the school would no longer be mixed.

15,585. What was your system of payment in that school ?—The payments were graduated according to the supposed means of the parent.

15,586. The teaching being exactly the same for all ?—Yes.

15,587. Was it a district school, had you children from other parishes as well as your own ?—Yes; of a higher class. We charged sixpence a week for every child who came from outside the parish.

15,588. Every child, whatever his class might be ?—Yes, they could not get into the school under sixpence a week if they did not come from the parish.

15,589. What were the different payments ?—I would rather say what they are than what they were, because in starting afresh I was able to put the scale of fees on a better footing. They are from nominally 3*d.* a week to 10*l.* a year.

15,590. How do you mean nominally?—In the case of large families I am obliged to reduce it, and to let the younger children come for twopence.

15,591. Never below twopence?—Yes, we have sometimes a penny where there are more than two.

15,592. And the highest payment is 10*l.* a year?—Perhaps I had better give that in the most definite way. Last year one parent of the middle classes paid for his children as day scholars 67*l.* 3*s.* 7*d.*

15,593. What did he pay that for?—For five children, and some extra teaching for one other. Another parent in the town paid 1*l.* 4*s.* 2*d.* for the same number of children, some of them in the same classes and receiving the same education. Of course that is an extreme case, but it is a fact.

15,594. Have you many scales between those two extremes?—Yes, every gradation possible, that is to say 6*l.*, and 4*l.*, and 2*l.*

15,595. You fix all these scales according to the result of your own inquiry into the circumstances of the parents?—With the help of a kind of committee in the town.

15,596. Have you ever had any complaint from the parents of their being rated too high?—I have had a little grumbling from the one who paid 1*l.* 4*s.* 2*d.*, and nothing but intense gratitude from the man who paid 67*l.* 3*s.* 7*d.*, for the cheapness of the education.

15,597. (*Dean of Chichester.*) Have you ever thought of any measure for inducing parents to let the boys remain longer at school than the time you mentioned?—I have always believed it best for boys to go to work as soon as their work was required, and I have never tried to keep them a day.

15,598. With respect to your own children, do you keep them there till they are ready to go to the university?—No, till they go to a public school. The boys go to a public school, and my eldest daughter left the school at 18 some few weeks ago.

15,599. I know the case of a lady who has taken into her own family three or four children from national schools, do you think that is a good encouragement; it is very much your system is it not?—To take them into the house?

15,600. Taking them into the house as a reward for good conduct. She takes them in to train them as servants.—Yes, there is no objection to that. But I very much prefer its not being a reward for good conduct but as a part of the ordinary school work.

15,601. (*Lord Lyttelton.*) With reference to their leaving school so early, have you ever attempted what is called the half-time system?—Never.

15,602. Do you think it is not applicable to rural districts?—I do not like to speak confidently of that which I have not tried; I have not tried it because I believe it must be a failure.

15,603. Do you think it would be more applicable to crowded populations?—Yes, and town occupations rather than country occupations.

15,604. (*Lord Taunton.*) Callington is rather more than a country village, is it not?—It is a small town of 2000 people.

15,605. (*Dean of Chichester.*) There are no factories?—No.

15,606. (*Dr. Storrar.*) You say you never attempt to keep boys back from work. In what state of education do the boys upon an average leave you when they are carried off to work at an early age?—A low state, if judged by attainment at the time, but a very fair state if judged by their condition five years afterwards.

15,607. They can read?—They can read for themselves. They

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would not read fluently out aloud to an inspector, but they can read a book and enjoy it.

15,608. (*Lord Lyttelton.*) Have you a night school?—Yes.

15,609. (*Dr. Storrar.*) Can they write?—They are in the habit of writing exercises, writing resumés of lectures on mechanics and on common objects.

15,610. Do they know anything of accounts?—Some would be doing Proportion and Practice, most would have done Reduction, all would have done the four rules of compound arithmetic.

15,611. Do you attempt, and if so, in what way do you attempt to keep up an educational interest in these boys after they have left you?—By the night school and Institute.

15,612. Does that night school meet all the year round?—As much as it can. It is apt to degenerate into a cricket club in the summer, but still they keep together. They borrow books from the library, and many remain in the Sunday School.

15,613. You maintain some kind of educational spirit among them?—Yes, in the country without difficulty. In the towns self-education takes the place of school education to a certain extent.

15,614. Are the boys and girls absolutely mixed, what I mean is this, are the two sexes mixed up in the same classes and at the same benches?—Absolutely mixed. I believe they must be absolutely mixed or entirely separated.

15,615. Do you think that the competition between boys and girls is useful?—I would rather give the opinion of a more competent witness than myself. A Marlborough master, on taking charge of our school, said he had no notion that boys could work till he had tried boys working with girls. The greater diligence of the girls tells so much upon the boys, while the greater depth of the boys tells on the girls.

15,616. And also probably the girls had some softening influence on the boys too?—Or rather the boys upon the girls. Their influence on the boys was, a decided increase of manliness and value for muscular Christianity, not the other way.

15,617. (*Lord Lyttelton.*) Do you mean that that is the effect on the boys?—Yes; and in the girls great increase of gentleness. I find with boys and girls exactly what you will find with men and women, a great dislike on the part of either sex to the imitation of themselves on the part of the other.

15,618. (*Dr. Storrar.*) What I meant by saying that the influence of the girls might be to soften the boys was this, to soften their characters, to lessen the development of coarseness?—The school being mixed produces an enormous improvement in purity both of boys and girls; it is difficult to say of which most, because girls' schools are on the whole rather worse than boys' schools in that respect. They are coarser than boys' schools.

15,619. (*Lord Lyttelton.*) Does the mixture of classes and of sexes exist in the night schools as well as the others?—No; the ages then make the mixture of sexes undesirable.

15,620. Are the middle classes in the night school as well?—Yes, to a certain extent, but the night school is of a lower class decidedly.

15,621. (*Dr. Storrar.*) Will you allow boys and girls to mix in the day school at a riper age than they will be permitted to mix in the evening school?—No; I do not know what I should do if I were entirely free from other influences, but as a matter of expediency for the school we limit the mixture to children under 14.

15,622. At what age do you consider separation between boys and girls desirable ?—At the age of puberty.

15,623. (*Lord Taunton.*) Have you turned your attention to the existing state of the education of women of the middle classes of this country ?—Yes.

15,624. Have you formed any opinion upon that subject with regard to its deficiencies or otherwise ?—I think that they suffer from the absolute want of anything like accurate foundation. There is a good deal of accuracy attempted in finishing; as, for instance, in French, there is great effort made to teach girls to speak and write the language, but there is no grammatical knowledge, nothing upon which that further knowledge can be safely built.

15,625. What is the way in which at present you believe the girls of the lower division of the middle class generally receive their education ?—Those who are not in the national schools are in private schools of a very poor description.

15,626. Is not there a greater indisposition on the part of the parents of the lower division of the middle class to send their girls to the national schools than to send their boys to the national schools ?—None that I have ever known of.

15,627. In your own neighbourhood, how do you suppose the daughters of small tradesmen, small farmers, and persons of that description were educated before your school was established ?—In small private schools, with one year at a very cheap boarding school if they were able to afford it.

15,628. What is the general character of the education they derive in this manner ?—So poor that we are not able to class the girls who come at 14, or even those who come "to be finished" at 16, with children of 12 brought up at our school.

15,629. Do you think it was a sort of education which enabled them to perform their duties as wives and mothers adequately in after life ?—I do not think that depends much upon the intellectual education.

15,630. Does it not depend upon that, to a certain extent, how far they would be useful helpmates to a husband engaged in any business ?—I believe they are not useful helpmates in that sense.

15,631. When you were abroad, did you observe any difference with regard to the wife of a small tradesman in a continental town as to the interest she took in the shop and the way she was able to assist her husband in the management of his business, and the same class of persons in this country ?—I should say that, generally speaking, they took a larger share in the business, and did it better.

15,632. Do you believe that the corresponding class of girls in Switzerland, for instance, which you were acquainted with receive a better education ?—Very decidedly better.

15,633. Can you suggest any means by which this state of things can be improved ?—If I were to state just what I believe would be the best, it would be throwing open our grammar schools, the smaller grammar schools, to girls as well as boys, as in many cases was the original intention of the founder.

15,634. I believe there are a good many grammar schools in your neighbourhood ?—Not many with which I am acquainted.

15,635. Would you apportion these funds so as to give girls a certain part of them, or would you propose to unite the two sexes in the same school ?—I should unite the two sexes in all small places, and where the numbers came to be so great as to make two schools necessary, I might in some cases think it expedient to divide the sexes. It is not a matter

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I should have a very strong opinion about, but as far as I have it, it is in favour of the union of boys and girls in the same school.

15,636. You think it would be both just and useful that these funds should be to a certain extent devoted to the education of girls?—I believe they were given for the education of girls as well as boys in a very large number of cases.

15,637. The pupil-teachers are taken from girls educated in this manner, are they not?—Yes.

15,638. Do you think that it would be very important that they should be as well educated as possible?—Yes.

15,639. Do you think by improving the schools you would improve these pupil-teachers?—Yes; and you would also draw your pupil-teachers from the middle class instead of from the lowest, which would be a great advantage.

15,640. (*Dr. Storrar.*) Is there any portion of the national school element in this school of yours?—Yes, it is under Government inspection.

15,641. Do you get support from the Privy Council?—Yes.

15,642. In what way do you estimate the proportion of assistance that you get from the Privy Council?—The lower forms are under the mastership of an assistant master, who holds a Government certificate. He is responsible for the whole of the lower division of the school to the Privy Council, and in the returns all the children of a higher class who are in that division of the school are thrown out, and not taken into the account.

15,643. So that practically it would be what you would call a national school section?—To a great extent it is.

15,644. Although, practically, all classes mix in the school?—The captain of the school at the present moment is a labourer's child.

15,645. (*Lord Lyttelton.*) Do the Government allow you to make that separation in any way that is convenient, provided they are satisfied?—They have made no difficulty in my case.

15,646. (*Lord Taunton.*) Can you suggest any mode by which this system of adding middle-class schools to the national school system could be established without establishing the principle that the middle-class schools were at all to be paid for out of the public money?—I do not see any difficulty in uniting the children of different classes in one school as long as the payment is made for individual children, and is confined to those who are non-employers of extraneous labour; the difficulty appears to me to disappear under the arrangements of the new code.

15,647. Would you leave that to the individual exertions and to the choice of persons in the several localities, or can you suggest any way by which such an extension of the system could be promoted by the Government or the legislature on the principles which I have referred to?—Where there is no existing grammar school I think they might do all that is needed by helping in the erection of buildings.

15,648. Do you mean by that that you think the erection of buildings should come from the public funds but no other contribution?—Yes.

15,649. You think that is a sort of contribution to the education of the middle classes which would not be objectionable in principle?—Yes.

15,650. (*Lord Lyttelton.*) Do you think there is evidence that any of the old grammar schools in the intention of their founders were meant for girls as well as for boys?—I do not like to speak confidently of a matter which has not been examined by me carefully, but the seal

of the Uppingham school has three children in petticoats and three in breeches on it, which is suspicious.

15,651. (*Lord Taunton.*) What is the course of study at this school, is it the usual course or are there any peculiarities ?—I am not aware of any peculiarity, the usual grammar school course.

15,652. Beginning with Latin ?—It is a thorough grammar school education. A boy got on the foundation at Eton from our school and the girl who was next to him though at a considerable distance was a labourer's child.

15,653. I think you said you allowed your own daughters to attend ?—My children are wholly educated there; the boys till they go to public schools and the girls till their school education is finished.

15,654. Your daughter remained there till she was grown up ?—Yes, I think there should be such schools as ours for children under 15 years of age in every locality, but in certain centres they ought to have added to them (as is the case with our school), a class for older girls whose education is being finished, and finished especially with a view to training them for governesses.

15,655. Do children of different religious denominations attend your school ?—Yes.

15,656. Have you any difficulty with regard to religious instruction in that respect ?—None whatever.

15,657. (*Lord Lyttelton.*) What is your system ?—To omit any child from the special church teaching for whom exemption is requested, which request has only been made two or three times since we began. The teaching is distinctly church teaching.

15,658. (*Lord Taunton.*) Is there a considerable dissenting population about you ?—Nearly half are dissenters.

15,659. Do you find that they make any difficulty in sending their children to your school under this system ?—They have not made any, and we have many dissenters in the school.

15,660. Do you believe that generally speaking under discreet and careful management a sound religious education may be given without exciting any hostile feelings on the part of any part of the community ?—Yes, certainly.

15,661. (*Lord Lyttelton.*) Is the master a clergyman ?—Yes.

15,662. And he expounds the Scriptures to the children regularly ?—Yes.

15,663. (*Dr. Storrar.*) Do you teach modern languages ?—Yes.

15,664. French ?—French and German.

15,665. Do you attempt any Greek ?—Yes; the extent is marked by the fact, that a boy from the school got on to the foundation at Eton. He was fourteenth in the examination, and is now doing extremely well.

15,666. Then of course you teach mathematics also ?—Yes.

15,667. Do you attempt any instruction in natural science ?—A little.

15,668. What science ?—That is left to the teacher, who teaches that which he knows best; I do not think that one science is much more valuable than another; if a man is a good mechanician, he will take mechanics, if he is an astronomer, astronomy. If I had the choice I should choose mechanics.

15,669. Do you know whether chemistry has been taught in the school at all ?—I have tried it, but without success, from the incompetency of the teacher; there are so few good chemical teachers; in fact you must have a man expressly for it.

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15,670. You would object to make it a matter of memory work, where there was not the power on the part of the teacher to demonstrate and properly explain to the pupils the nature of the subject?—I should object to its being taught unless there was the power on the part of the pupils to study in a laboratory themselves.

15,671. Have you ever attempted anything in political economy or social science, as it is sometimes called, which has been introduced into a few schools?—Not as a separate subject.

15,672. It comes in incidentally?—I think no one can read history with children without teaching it. I prefer with young children its being given in that form. I have no objection to its being given more systematically for older classes, but with young children I dread the appearance of learning a subject which they are not going to master, especially when far more of it can be given incidentally.

15,673. (*Lord Taunton.*) Have you ever considered the expediency of establishing some system of supervision over these grammar schools in different parts of the country, and inspection, which might be undertaken by some competent authority?—I have thought a great deal about it in connection with the Southern Counties Adult Education Society of which I was one of the founders. The difficulty is to find the competent authority.

15,674. Do you think it would be possible to establish something like a county board, or a board that represented several counties, in short, something that was not quite the state, or the central authority in London, and yet represented some considerable district, to which board some powers of that kind might be intrusted, which would not be open to the objections which many people might have to a central authority in London?—I should much prefer an inspector appointed by the Universities of Oxford and Cambridge, working in connexion with their examination in schools.

15,675. You would prefer that to any other?—Yes.

15,676. (*Lord Lyttelton.*) Do you think the difficulty you state as to the source of the authority for inspection is the only serious difficulty in the question?—I think it is the chief.

15,677. Do you think that generally speaking endowed schools would work well with such a system; would they be willing to receive inspection?—I would not make it compulsory, and probably they would all be led to receive it.

15,678. (*Lord Taunton.*) When you speak of the Universities of Oxford and Cambridge would you object to combine some other Universities?—I merely mentioned them as having done already something in that way by their local examinations, and Cambridge by the examination of separate schools.

15,679. Have you a good opinion of the results of what has been done by the two Universities to promote middle-class education?—Very good.

15,680. You think it improves the character of the schools?—Yes, it has done great good within my own personal knowledge.

15,681. Do you believe that from that and from other reasons there has been a very great awakening of the public mind to the necessity of improvement of these middle-class schools, and that a great deal is being done in different ways to improve it at the present moment?—Yes, a great deal is doing in a variety of ways; a great deal that is not seen as well as a great deal that is seen.

15,682. Are you at all acquainted with the private schools in your part of the country where the boys of the middle class are educated?—

I have been better acquainted with those in Shropshire, Berkshire, and Buckinghamshire, than with those where I am now.

15,683. What is your opinion of the character of those schools, speaking generally ?—It is improved, and the highest class is very fair, but the lower class is very bad.

15,684. By the highest class, I presume you mean the schools where the rate of payment is high, and where the upper division of the middle classes, so to speak, send their boys ?—Yes, many of them are very good.

15,685. You think those where the payment is smaller and where the lower division of the middle class send their boys, are very inferior ?—Very inferior.

15,686. Do you know any proprietary schools that have been established about the country ?—Not personally. I only know of their failure as a matter of fact; that they pass into private hands in nine cases out of ten. There are very few proprietary schools that have continued to exist as such for ten years.

15,687. You seem to have doubts of the stability of the principle of the proprietary school ?—Yes, very great doubts.

15,688. Is there any special education given to miners in your part of Cornwall ?—None.

15,689. Do you think it would be desirable that there should be ?—I do not know enough of the country to answer that question to any purpose.

15,690. You do not think on the part of the mechanics and people in that class of life there is any demand for any special education for their children ?—Nothing, unless it be drawing.

15,691. (*Lord Lyttelton.*) Have you considered what is sometimes recommended, that certificates should be given of attainment to masters of private or endowed schools ?—I have, for mistresses more than masters, for I have been more mixed up with that question. With regard to masters, I have rather held to a University certificate as much as possible. I should prefer a B.A. degree of one of the Universities to any other certificate.

15,692. (*Dr. Storrar.*) Has the matriculation examination of the University of London found consideration in your part of the world ?—I have never known of it, except in connection with intended progress in the university. I have never known a person pass the matriculation examination who did not mean to go on and pass the B.A.

15,693. It has, as you are aware, accidentally acquired the status of a minor degree for boys leaving school, without reference to future graduation ?—I have heard so; I have not come across any case of the sort.

15,694. (*Lord Taunton.*) Are there any other observations which you would like to make with reference to the inquiries of this Commission ?—Some certificate for female teachers, I think, is a matter of very great moment. The Cambridge move of admitting girls to the local examinations has done something, but that is a very small part of what is required. We need some further examination for those who are going to be teachers and governesses.

15,695. (*Lord Lyttelton.*) Do you think there could be anything in the nature of training schools for mistresses of the middle class ?—I should think not. I prefer examination by a university to a training school.

15,696. (*Dr. Storrar.*) If the University of London were to establish an examination for girls, not necessarily embracing the identical

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subjects of the matriculation examination, but occupying much the same standard, do you think that that would be doing an advisable thing?—Yes, I should prefer their taking the very same subjects.

15,697. You would rather have it the same as that which the boys take than anything different?—Very much. What is wanted is the closer and more accurate training, not the accomplishments and additions, which can be tested in other ways, and which are practically worthless without the other.

15,698. (*Lord Taunton.*) Which do you think is to be preferred for the education of girls of the middle class, that they should live at home and attend a good day school, where they mix with others, or that they should be sent to a boarding school away from home, or that they should remain at home altogether, and have a governess?—Remaining at home and going to a day school.

15,699. That you think is the best education for the middle classes?—Yes, for all classes.

15,700. (*Lord Lyttelton.*) These certificates for female teachers you would not impose as a necessary requisite to their exercising the profession of a teacher?—No, I would leave that to the employers.

15,701. But it should be a recognized credential to them?—Yes, as it is abroad, a diploma.

15,702. (*Dr. Storrar.*) How far would you be disposed to conduct the education of boys and girls precisely on the same plan?—Up to 15 entirely; there are certain subjects, of course, like land surveying, which belong only to boys.

15,703. Then you see the matriculation examination of the University of London is intended for boys, none of whom must be younger than 16; that, I suspect, carries the scale somewhat higher than you contemplate?—Not at all. The girls from our school went up to the Cambridge local examination for seniors. They did not do well in mathematics, but they took up what was required, and the requirements for that examination in Latin, Greek, and in Mathematics are, I suppose, much the same as those of the London University matriculation examination: and our candidates were behind what I think girls could attain at that age, at 18, behind what would be useful for them.

15,704. My remark rather applied to this. You say that boys and girls might safely be educated in the same subjects up to the age of 15; then you express an opinion in one part of your evidence that you would prefer that girls should come into the matriculation examination of the University of London in the same subjects which boys take. Boys are not admitted to take that at a lower age than 16, and as a rule it is, I think, about 17?—I would provide separate instruction for girls after 15 to prepare them for these examinations.

15,705. In the same subjects?—The same subjects.

15,706. Then the divergence you contemplate at 15 would be in fact the separation of the sexes, and not a difference in the education?—Exactly so.

Adjourned.

Tuesday, 17th April 1866

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
REV. FREDERICK TEMPLE, D.D.
REV. ANTHONY W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Miss E. E. SMITH called in and examined.

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15,707. (*Lord Taunton.*) I believe you have paid a good deal of attention to the subject of the education of girls of the middle class?—Of the middle and of the upper middle class.

15,708. What opportunities of observation have you had with regard to this subject?—I have had some practice in teaching. I have taught as opportunity offered, although in rather an irregular way. I have not conducted the education of any set of children through continuously. I have also been for some years connected with Bedford college, formerly as a visitor, latterly as a member of the council of management, and have thus had the opportunity of seeing a great deal of teaching.

15,709. But you have not been an instructress in the ordinary sense of the word?—Not professionally, but I have taught a great deal, so I know something of the difficulties and of the requirements of teaching.

15,710. Bedford college, I believe, is a school which is attended by what may be called the upper division of the middle class?—Yes, the children of professional men, clergymen, physicians, lawyers, and also of people in business.

15,711. Have you from inquiry or observation been able to form an opinion of the state of the education of girls in that condition of life?—I think so. I think it is very unsatisfactory and very insufficient.

15,712. What are its principal defects in your opinion?—The chief defect is the want of anything being thoroughly well taught.

15,713. Have you had any opportunity of judging of the state of the education of the class of girls somewhat lower in society. I mean those who form the great body of the middle class, small tradesmen and mechanics?—To a smaller extent I have. I have occasionally taught girls of that class myself who had had their previous education in the small schools where the charge is 30*s.* or two guineas a quarter. So that I know something of how girls are taught in schools of that kind; I have also seen how such girls do their work when they are put to better schools.

15,714. Do you believe their education generally to be very defective as compared with those above them?—It is worse still.

15,715. Do you think that the education of those girls is worse than the education of boys in the same condition of life?—I suppose it is rather below. But I do not know about the education of boys so well. In this class the girls are often endeavouring to rise above their previous station by means of their education. Many of them intend to become teachers and to take a position a little better than that of their parents; whereas the girls who come to Bedford Square do so for the most part to obtain the education which belongs to their station; they are not attempting to rise.

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15,716. Do you think well of the system of education adopted in the establishment in Bedford Square?—I do. We might do better, but we are trying to do as well as we can.

15,717. You think it avoids that defect which you say you have observed generally in the education of girls, tending to give instruction of a very superficial character?—As far as depends on the council of management it does do so; but the interference of the parents is a frequent impediment.

15,718. Do you believe that parents are more inclined to interfere in the education of girls?—Perhaps not; but there is a standard for a boy's education created by the demands of his future life which helps to guide the parent, whereas the only immediate test of a girl's education is its merely superficial results; thus, although very anxious for their daughters' education parents commonly look to direct acquirements only. Few will accept anything for the higher and indirect end—discipline and mental training.

15,719. Do you think they attach an undue importance to accomplishments as distinguished from more solid instruction?—Decidedly; they wish their daughters to have refined tastes, and they forget that such tastes must be based upon knowledge. They aim at literature and omit grammar.

15,720. Do you not attach great importance to English literature?—Yes; but it must come later in its own place. Girls come who do not know the parts of speech, and the parents wish them to study English literature.

15,721. What, in your opinion, is the best course of instruction for a girl in that class of life?—Do you mean the order in which the subjects should be taken or the subjects themselves?

15,722. Both, if you please, the subjects themselves and the order in which they are taken?—The first subject, I suppose, is language. I think the choice lies between three languages. I would not, however, confine a girl to English, because one language affords no means of comparison, and she can hardly stand apart from the language she speaks; the choice then lies between French and Latin.

15,723. In your opinion is it desirable that a girl should learn French and Latin, or either?—I would teach both wherever it was possible. I have a strong opinion in favour of teaching Latin, and I think that in the middle-class schools, the lower ones, it is perfectly impossible for girls to obtain a knowledge of French which will enable them to read the language with ease. I think, therefore, that in those schools Latin would be more desirable, for the sake of better instructing girls in their own language, and as a means of culture.

15,724. Would you give a girl pretty much the same education as a boy of the same rank in life?—I think much the same, up to the age when education becomes special.

15,725. (*Lord Lyttelton.*) Is that about 16?—About 16.

15,726. (*Lord Taunton.*) Would you teach them Latin with a view to their acquiring such a knowledge of the language as would enable them to enjoy the great writers, or would you teach it chiefly as a means of exercising the mind?—In the lower schools certainly only the second purpose could be aimed at; but in higher schools, in Bedford college for instance, we find that girls who begin Latin about 14, having been tolerably well taught before, and even those who are intelligent and have not been much taught, very rapidly become able to enjoy Latin reading.

15,727. (*Lord Lyttelton.*) At what age do they generally come to you in the college?—14 is the age, below which we do not admit them, but they are oftenest sent at 15 and 16.

15,728. Many of them have been brought up at home?—A great many.

15,729. Have a majority been brought up at home?—About half I should think.

15,730. When they have been brought up at home they have been brought up, as to teaching, by a governess?—Yes, by governesses generally.

15,731. Do you observe any difference between those who have been so taught at home and those who have gone to boarding schools?—Not that I am aware of. The girls coming from our own lower department fall easily into the work of the college, but I think that does not prove much.

15,732. Is there any great difference as to the goodness of teaching between those brought up at home and those brought up at boarding schools?—I have not had occasion to observe it myself, but I am told there is some difference, and in favour of the school-taught girl.

15,733. You generally observe the defects of shallowness and superficialness in the previous instruction of girls who come to you. In what subject particularly?—Both in arithmetic and grammar, and the parents are frequently indifferent, if not unwilling, that the deficiency should be supplied.

15,734. But there is a general imperfection in the method of teaching?—It is more than a want of special knowledge. The great defect is the not being accustomed to learn, and it shows itself in those staple subjects.

15,735. (*Lord Taunton,*) Have you had any experience of the effect of girls and boys being taught together?—No, I think not, except in Irish national schools, and it is successful there.

15,736. Should you be disposed upon the whole to think well of the system in which girls and boys were taught together up to a certain age?—I think there would be no objection.

15,737. (*Mr. Acland.*) To what age do you think?—To about 12 or 13, with sufficient care.

15,738. (*Lord Lyttelton.*) You would confine the subjects of their instruction up to the age of about 15 to two languages, English, and either Latin or French; or would you teach Latin always?—I should teach Latin always if I could.

15,739. When would you begin to teach French?—If there are facilities for acquiring the accent, I would begin French first, because it can best be done when young. There is one advantage in beginning Latin first, that the drudgery is got over early; on the other hand, a girl has a keen pleasure in being "allowed to begin Latin" at 14.

15,740. But for grounding in the principles of grammar and language it is better to begin Latin earlier?—Yes.

15,741. Are there any other modern languages you would postpone till the time of more special education—Italian or German?—If you add German you give so very much language.

15,742. Then that would be for a later period?—Yes.

15,743. (*Dr. Temple.*) Would you add anything to this Latin and French? Would you go beyond arithmetic in mathematics, for instance?—Certainly, where time and ability permitted. In Bedford Square we almost always do it with the older girls, and I think very successfully.

15,744. With girls at what age would you begin to go beyond arithmetic?—Euclid has been taught in the school.

15,745. At what age?—In the college they begin as soon as they enter, if they know arithmetic enough, if not, in the next year; but they are not kept at both subjects at one time.

15,746. But what age are they when they begin Euclid?—The child's

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progress and ability decides that. I should wish a well-taught child to begin Euclid about 12.

15,747. Would you add anything to these things, arithmetic, and possibly Euclid?—At that age?

15,748. Before that age?—Music must be begun early, if it is learnt at all.

15,749. Would you make music a general subject of instruction for all girls?—I think it is capable of being made a useful general subject for girls if it were well taught, as it is seldom taught now.

15,750. Any geography or history before that age?—I think so, teaching them, if possible, together.

15,751. Would you do anything still further after that age?—I should carry on geometry, and Latin further.

15,752. (*Lord Lyttelton.*) Do you go as far as algebra?—Our girls do so almost always.

15,753. How far do they go?—I hardly know myself. I believe they have always stopped short of trigonometry.

15,754. (*Dr. Temple.*) As to the deficiency of which you speak, not only in want of thoroughness in instruction, but also the ignorance which is perhaps the result of it, have you thought at all about the causes of it?—The causes of the deficiency?

15,755. Yes, the causes of the deficiency.—A want of knowledge on the part of the parents and the difficulty of obtaining instruction.

15,756. Is it the incompetence of the teachers or the interference of the parents?—The incompetence of the teachers.

15,757. Chiefly that?—Chiefly that; but the root of that is, that parents neither demand nor will pay for good teaching for their daughters.

15,758. Is it in any degree due to a want of a good system of instruction, or is it that the teachers do not themselves thoroughly know the subjects?—I think the teachers themselves do not know the subjects.

15,759. You do not think there is any deficiency in the system? You do not think, for instance, that girls are often neglected till it is rather too late to begin? Do you think it is the case that girls suffer from their education being begun too late?—Not from their nominal education, but from their actual education being begun much too late.

15,760. Have you thought at all about the remedies that should be used to meet this deficiency?—The opening of good schools.

15,761. What do you mean by good schools? In what direction are we to look in order to establish good schools? Do you mean that we are to have better teachers simply?—In order to have good teachers you must give opportunities of learning to those who are to be teachers. There are hardly any good and cheap schools now, and women who wish to be well taught cannot get what they ask.

15,762. Would you advise that teachers should be trained in training schools?—I should not think the technical training desirable for teaching children in small numbers.

15,763. You have not come to any conclusion as to the best mode of supplying good teachers?—No. A well-educated person, who takes pains about teaching will generally teach small classes more successfully than a trained teacher would.

15,764. Have you thought at all whether it is best to teach girls in classes or individually?—I have a strong opinion in favour of home education in the earlier years of education.

15,765. How would you propose that such home education should be conducted—by governesses or by the parents?—By the mother first in all cases, and then almost necessarily by governesses. In the class who

can afford to keep their children at home after they enter the school-room, the mother has her time too much engaged, even if her knowledge were sufficient.

15,766. Is it easy to get a supply of governesses to teach shopkeepers' daughters, for instance?—No, that can scarcely be done; they must go much earlier to school than the children of richer people.

15,767. Then your remark about the value of home education hardly applies so much to the middle as to the upper classes?—I should hardly think middle-class people could keep their children at home beyond 10 years of age. I should wish that the children of wealthier persons did not leave home at all before the age of 14.

15,768. You have thought on the question whether it is wise to employ men or women most in girls' schools. What is your opinion?—I think that for the younger classes and for elementary teaching, women who possess the knowledge themselves communicate it best. I think they make the most effort to meet the mind of the child, to watch how it thinks, and to guide its efforts.

15,769. Are they as good teachers of arithmetic, do you think, as men?—Yes, for little children quite as good; but I think arithmetic is seldom well taught by either men or women, except by the trained teachers; but I attach far more importance to the clearness and precision of thought which are shown by readiness, and power in dealing with simple arithmetical questions, than to advanced knowledge.

15,770. You think women should be employed with the younger children? At what age would you think it wise to allow them to be instructed by men, if you would think it wise at all?—I do think it wise and very desirable. I think as soon as the pupil becomes capable of making voluntary effort, that is to say, to seek knowledge for herself, a man's teaching gives more stimulus to the intellect. He looks at the subject more as it is, and gives far wider views of its relation to other subjects, and the effort made by the pupil to grasp the higher view gives a stretch to her interest and attention which I think has a very beneficial effect.

15,771. Do you think it would be wise to send girls, such as shopkeepers' daughters who reside in country towns, to schools in which men and men only were teachers?—If you say men only, I say no, because there should be some organized system of supervision; that is indispensable.

15,772. You would suggest that there should be schools in which both men and women should be employed?—Yes.

15,773. (*Lord Taunton.*) Should they be in your opinion boarding or day schools?—Day schools. My wish would be to see in every large town in England a thoroughly good day school, giving instruction to pupils from ten years and upwards. The elementary classes would be frequented chiefly by the children of those who cannot afford education at home, and the higher subjects should be joined and shared in by the children of wealthy people, who can in no other way obtain the advantages afforded by the best class-teaching. A few such schools in the towns would raise the standard of teaching in all private schools.

15,774. (*Lord Lyttelton.*) You prefer a day school on account of the advantage of keeping them at home?—Yes.

15,775. (*Dr. Temple.*) Up to what age would you think it necessary to make provision, if provision could be made at all, for the instruction of such girls in those schools, remembering that the girls are the daughters of shopkeepers and persons of that class?—I contemplate embracing in the higher instruction the wealthy class also. This higher instruction would be shared by members of the shopkeeping class, whose

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industry and tastes, or the intention to become teachers, made them wish to continue their studies.

15,776. Up to what age would you consider that such schools should provide education?—I should place no limit of age. I would have Latin taught, and let who would learn. A well-devised course of study for the years between 10 and 20 is what I desire. The higher subjects would be advantageously joined by many adults.

15,777. You have had experience not only I think of schools, but in some degree also of the effects in after life of what schools could do for girls?—Having been so much interested in education, I naturally notice girls' habits, and ask myself the question, what is that girl doing, and what does she wish to be?

15,778. Do you think the deficiency in their education shows itself in after-life?—Most miserably.

15,779. In what respects?—I think it much diminishes their happiness, and of course their usefulness.

15,780. How does it diminish their usefulness?—I think their want of discipline makes them restless and unreasonable, and their waste of time is a loss to themselves and those around them.

15,781. You think it is a moral defect which diminishes their usefulness, not their having not learnt important subjects?—No; but it is the want of the habit of employment and the want of serious tastes which makes them frivolous and dependent on excitement for passing their time.

15,782. (*Mr. Acland.*) With regard to these schools of which you spoke, do you contemplate the higher classes being attended by teachers seeking to acquire some branch of knowledge which in earlier life they had not acquired, such as grammar?—Yes, by teachers as well as by other students. I think one of the great advantages of such a school would be that the daughter of wealthy parents, accustomed in the later years of her school life to go out of her own home for certain studies to such an institution, would, when the educational staff at home had been broken up, continue those studies. A girl ought always to be carrying on some pursuit for her own improvement.

15,783. So that you would contemplate, in any town of sufficient population, that the higher part of this teaching would do for young women what the university does for young men?—Something similar; it would afford them the means of carrying on their previous studies.

15,784. After they were in society?—Quite so. Such institutions would provide for girls that contact with the higher order of minds which is found in schools and colleges to act so beneficially on boys' characters. Another important result would be that by creating a higher standard of female education you would excite a more intelligent demand for it on the part of parents.

15,785. Then you would think also that mothers might beneficially improve their own knowledge by attending such courses of instruction?—Certainly, especially the younger mothers.

15,786. They would not be merely girls' schools?—The instruction would probably not be beyond the capacity of a well-educated girl who had begun her education at the proper time.

15,787. You spoke just now in reply to Lord Lyttelton of the importance of beginning the study of languages early, with a view to early grounding in the principles of language. Do you think that what we call the principles of language are quite within the grasp of children, or is it better to store the facts first and get to principles afterwards?—I think they very soon become capable of perceiving the differences between two languages, and of noting the shades of thought, and it is

with a view to training them to precision and refinement of thought that I value the study of languages.

15,788. Have you any special suggestions to give on the proper mode of teaching young girls, with reference to existing grammars and books, pointing out defects and suggesting remedies?—I do not wish to see the old road straight through declensions and conjugations closed. The newer system of at once putting sentences together ought to be combined with it. The best teaching, however, that I have seen has been completely oral.

15,789. Have you considered the question whether French may take the place of Latin in the early education of young women?—It is not so easily well taught, thoroughly taught.

15,790. If it were taught as Mr. teaches it at Oxford?—I have not seen him teach young children.

15,791. Is there any great opportunity of teaching extreme precision and accuracy in French?—Yes, at least I believe so.

15,792. What course of Latin, where the pupils cannot go far enough to read the classics, with pleasure, would you adopt?—I should always welcome it, however little. I suppose derivations, meaning of compound words, and the comparison of Latin and English constructions, would be the first points.

15,793. Have you any suggestions to make with reference to female education which are strictly peculiar to the female susceptibilities, because any recommendations for the education of women will be scrutinized by mothers, and they will naturally wish to see that that has been considered?—I think I have nothing to say. Where girls are accustomed to be well taught, they are a great deal less excitable than people suppose and much steadier. Your assistant commissioner paid us a two days' visit at Bedford college; the girls took it quite as a matter of course, it did not discompose or trouble them.

15,794. Those peculiarities which are commonly attributable to one half of the human race arise, you think, out of the neglect of education?—To a certain extent; but there are some real differences observed by those who have taught both boys and girls.

15,795. (*Lord Taunton.*) Would you apply the principle of emulation much in the education of girls?—I do not think, so far as I have seen it tried, that it does any harm.

15,796. You do not think there is any more danger in exciting the feeling which emulation is likely to create—more danger, I mean, in the case of girls than in the case of boys?—If you give a girl a sufficient number of interests, one will balance another, and the danger not be great.

15,797. (*Mr. Acland.*) You gave your general opinion about day schools as between day schools and boarding schools. Are there not cases of only daughters where a sharp discipline is desirable?—Yes, but those are exceptional cases.

15,798. Do you go so far as to say that you think boarding schools are a serious evil?—By no means. There are many excellent ones.

15,799. (*Dr. Storrar.*) We have had from Miss Martin an account of the Bedford Square school. Would you be so kind as to give us an account of the college education? Suppose a girl drafted up from the school to the college, she would be about what age?—She might be only 14. She would probably be 15 or 16.

15,800. What would she be put to in the college?—She would, if entered as a student, be examined by one of the ladies of the Committee of Education; a conversation would be held with her on the subject of her studies to ascertain her progress. The Committee of Education take

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the complete direction of a student's education, and, as an inducement to parents, the student compounds for a lower fee.

15,801. What sum is that?—We charge a student 21 guineas, and allow her to take seven subjects at one time. She may not take more. The parent who paid for seven subjects separately would pay something like 28 or 30 guineas. By that reduction we offer a premium to the parents to intrust the education of the child to the college. The student is required in all cases to learn Latin and arithmetic—arithmetic including algebra and geometry, according to the previous knowledge and capacity of the girl. She is obliged to carry on these two studies. She is not allowed in her first year to take more than one modern language. We wish but do not compel her to attend history, either ancient or modern; both would not be allowed; which is selected depends on the girl's wishes and knowledge. Then she is allowed a further choice of the remaining subjects, English language, natural philosophy, harmony, drawing, and geography. She would not be allowed to attend the English literature class unless tolerably acquainted with the English language.

15,802. Seven subjects from the regular course?—We encourage girls in their first year not to take seven subjects. We enjoin five subjects, and, if the girl is vigorous and accustomed to work, we allow her to take the sixth and seventh subjects.

15,803. (*Lord Lyttelton.*) Do they not nearly all learn music?—Nearly all; but I think there is a difficulty in teaching music in such large establishments. With us it is paid for separately, and harmony and vocal music, on Mr. Hullah's system, only are comprised in the college course.

15,804. (*Dr. Storrar.*) Is there any difference between the Bedford college and Harley Street college in reference to this limitation of subjects?—I believe there is. It is one of the things in which we, being younger, have learnt a lesson more by not allowing so much crowding.

15,805. The principle you have gone on is to limit the number of subjects?—Yes.

15,806. You have made no mention here of German and Italian?—German and Italian we allow as an optional subject with French, or in the second year two of them might be taken.

15,807. Over what length of time does the college course extend for those student ladies?—We should like it to extend over four years. Three years is a tolerable course, but two are often all we get, and we are always sorry when that is the case.

15,808. Does a time come when you would ask a girl to leave you, even if she were disposed to extend her stay with you? Supposing she was inclined to stay five years?—We should let her. The only thing would be, that, supposing she had got to the top of our general course of study, we could not carry on a higher class for her benefit only, and therefore we should say to her, "It is a pity to go over the old ground "if you know it thoroughly."

15,809. Is Greek admitted in the college?—Not in the college. In Latin they really go very far in reading and composition.

15,810. How far do they go?—They do not read Tacitus in class, but some pupils do so by themselves. In class they have read Virgil, Livy, Horace, some of Cicero's letters, &c.

15,811. Do you make any attempt to teach science?—We do, but not successfully, though we have a very good teacher. There is a kind of want of success which I do not understand.

15,812. You are hardly able to assign a cause to this want of success?

—No, I am not. It is not a subject enforced, and not one which seems to be sought; why, I cannot understand.

15,813. Have you had any experience in the effect of science-teaching upon the girls which would warrant you in offering an opinion?—Not any personal experience. I have collected the opinions of others very carefully. They have been strongly in favour of it as an educational subject of the highest value, training both the attention, the faculties of observation, and the reasoning powers.

15,814. Botany, for instance?—I was thinking of natural philosophy as a training for the reasoning powers.

15,815. You would be led to that possibly from the mathematical side?—No, I think not particularly.

15,816. Chemistry, at all?—No; chemistry is so troublesome to manage, and it attaches itself less to the phenomena of daily life than natural philosophy.

15,817. Have you ever heard of social science or political economy being introduced?—I am very much in favour of political economy as the best abstract subject for teaching in middle-class schools. Girls in the upper classes often find it an obscure and difficult subject; but, from the small experience I have had in the middle class, the class just below them, I should say girls show wonderful readiness and aptitude in understanding what is taught them about it. Rent, capital, fixed and moveable, interest, cost of production, wages of labour, supply and demand, are all household words to them. Political economy then explains the laws by which these are regulated, and I think it is an admirable subject for teaching. I doubt, however, whether you will ever convince a tradesman's daughter that unproductive consumption is an evil in her father's customers.

15,818. We see in Mrs. Marcet's books that a lady might acquire considerable proficiency in that subject?—Yes.

15,819. Now, to go to another subject. You were in favour of sending girls to the recent Cambridge examinations?—I think on the whole I was. I was not one of the people who took any part in the movement. Without feeling strongly on the subject, I may say I am in favour of it, believing that it must act beneficially on schools.

15,820. You have no objection to it?—Not the slightest. I think, as far as I was not interested in it, it was from a fear that it might not be sufficiently comprehensive—that it would begin in the middle and leave the upper class out.

15,821. I should like to know whether you would be in favour of instituting a standard of examination for females, to enable girls who are ambitious of taking a thorough course of education to measure their attainments, and also such a standard as might operate as a stimulus to girls to prosecute their education in order to reach it—something upon the principle of a degree?—As far as the Cambridge examination is a gain, I think its chief value depends upon the standard not being for girls, but being precisely the same for both sexes; that is to say, the girl's Latin is the same as the boy's—her marks are given on just the same basis. The same with French. I should not wish to see a special standard created for women.

15,822. Would you approve of a higher scale of examination than the recent examination conducted by the university of Cambridge?—I think I should; but I have not felt much sympathy with the movement for applying for degrees from the university of London. I do not believe that any sufficient demand for such a concession exists, and, until a wider necessity is felt, I think it undesirable. Should women hereafter be hindered in life, and their usefulness impeded by the want of higher

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or special education, as they now are by the want of sound general education, the case would be different.

15,823. Would you have any sympathy with this opinion, that while it may be perfectly practicable and desirable to educate boys and girls when children together, yet, at the period when the character of the sexes bifurcates, that it is not expedient to press the mental characteristics of the young woman into those of the man?—I think you cannot do it.

15,824. Therefore in education it would not be wise to attempt it?—No; but you must ascertain what a girl's characteristics are, and then not foster them so as to destroy the balance of her character, but rather by strengthening her judgment prevent her imagination and susceptibility from turning to defects.

15,825. But although you would not go the length of desiring that girls should be admitted to degrees in the university of London, still you are favourable to the institution of some kind of test which would operate as an inducement to girls to obtain a thorough education?—I am not sure that if the limit of age were removed in the Cambridge examination, you would find at the present time a sufficient number of women who wanted to go beyond it, to make anything else necessary. Unless women are going into some special pursuit, their duties in life generally occupy them too much. Many a woman, however, at 18 cannot, through deficient opportunity, be ready for the senior Cambridge examination, but at 22 or 25 she might be. A degree is either a kind of trade-mark for others or a milestone to guide the student himself. Women who have no professional competition to face do not need the former, and the number of women who want to have their acquirements tested after 22 or 25 is very small. If they have been workers, they have by that time acquired so much power of learning and doing for themselves, that there is no reason for going in for further examination. Without a professional aim I believe it would be pure loss of time.

15,826. It has been said by some that it would be desirable to have some standard for testing the qualifications of governesses. Do you think the governess ought to have any other qualifications than those of a well-educated woman?—Her power of teaching is more important, of course, and her knowledge should be fresher.

15,827. But you think the real education of a governess must be just the education of an ordinary well-educated woman, *plus* the power of teaching?—Yes, and the freshness obtained by constant practice in communicating knowledge.

15,828. (*Rev. A. W. Thorold.*) What is the precise difference between the school and the college?—The junior and senior departments?

15,829. Simply that.—Simply that.

15,830. The college, I suppose, as well as the school is open to pupils of all religious communities?—Yes, it is a purely secular college.

15,831. I think there are a good many Jewesses there, are there not?—There are Jewesses, I daresay. I know there are a good many dissenters there.

15,832. Roman Catholics also?—Possibly, but between 10 and 4 o'clock you do not hear anything about that.

15,833. (*Lord Lyttelton.*) Are there any boarders there?—We have a small boarding-house, maintained by some ladies interested in the college; it is conducted by them in order to receive girls, but it is limited to 16.

15,834. That is a different system from that of the college?—Yes, it is a private home.

15,835. (*Rev. A. W. Thorold.*) Am I right in supposing that no

religious instruction of any kind is given ?—No religious instruction is given. I greatly regret it, but I think we are right; secular is not necessarily evil, sectarian would be so.

15,836. Have you ever heard any wish expressed by any of the parents that their children should have religious instruction ?—I think so; but to give it would be to depart entirely from the principle of the college, and I feel that so long as we only take charge of children between the hours of 10 and 4, there is no absolute moral obligation to give religious teaching.

15,837. The supposition is that they receive religious instruction from their parents at home ?—Quite so, and that the parents really do provide it.

15,838. (*Lord Taunton.*) Is scripture history taught at all ?—It is not. It would be if it could be.

15,839. (*Rev. A. W. Thorold.*) Not even Old Testament history ?—Not unless where it touches ancient history.

15,840. (*Lord Lyttelton.*) Do you know how far the parents of these young ladies are in the habit of carrying on their religious instruction at home ?—No, I do not at all. We know nothing circumstantially about the girls.

15,841. (*Rev. A. W. Thorold.*) You do not wish to know ?—We do not wish to know anything beyond the fact of their coming out of well-regulated families.

15,842. (*Lord Lyttelton.*) There is not a doubt that they receive religious instruction ?—I should think not; the parents are of the average character of English parents.

15,843. They are taught by their parents ?—I suppose so.

15,844. (*Rev. A. W. Thorold.*) Do you think the discipline of the school is at all affected by there being no religious instruction ?—I think not. I think there is a high tone of industry and duty.

15,845. Just one other point. We have had no mention of drawing. Is drawing taught in the college ?—Drawing is taught, and very well, too; but it is as an optional subject. I have never seen any school in which drawing is taught as a compulsory subject.

15,846. Would you like it taught all through as a matter of theory ?—I have never had an opportunity of observing that.

15,847. Do you mean you have never had an opportunity of seeing whether it is important in an educational point of view, by increasing habits of observation and accuracy ?—I have never seen it tried all through a school.

15,848. Quite so; you mean from an early age ?—No; I mean I have never seen it a compulsory subject, so as to judge of its effect in training the hands and eyes of children who had no taste for it.

15,849. (*Lord Taunton.*) Are there any other observations with which you are disposed to favour the Commission ?—I should like to press the importance of economizing the early school years, those before 14, so that reading, spelling, writing, elementary arithmetic, and a thorough knowledge of the rudiments of grammar, may be secured during them, and the later years be thus left free for something of higher culture. What ought to have been done before 12 is now too often only begun at 16. Another subject is the domestic arts, the necessity of teaching which to girls is often insisted on. Though girls should be at all times helpful and handy, I should deprecate making needlework and housekeeping the subjects of special instruction during the brief school years. I believe that a girl who has been trained to the thoroughness and accuracy which ensure well doing will address herself with success to the fulfilment of household duties when they devolve on her. I

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only wish further to insist once more on the great evil of girls spending 10 important years of life, 7 to 17, in learning *not* to understand French and *not* to play the piano; and then when a habit of labouring without result and of looking for none of the rewards of industry is formed, the world wonders why women are idle and frivolous, and why those who have learnt nothing cannot teach.

15,850. Your opinion seems to be that the great defect in the education of girls is its superficial character?—Yes.

15,851. And you think it is still more important than what is taught that the subject should be well taught?—Yes; even music, which all attempt and in which so few succeed, might be made the medium of much more educational power than it is.

15,852. The tendency of all this is to produce general inaccuracy?—Yes.

15,853. (*Lord Lyttelton.*) You said you were not aware of any great difference in the instruction between girls brought up at home and girls brought up at a school. Do you see any difference morally? Are the girls brought up at home more teachable than those at boarding schools?—My only opportunity of knowledge has been at Bedford college, and there they fall into their places readily. The large body there absorbs them.

15,854. (*Mr. Acland.*) One question I should like to ask more. I daresay you have thought of the effect on young women socially in reference to the opinion which might be formed of them by the other sex. Have you any reason to apprehend that more intellectual cultivation would put girls in any degree at a disadvantage?—I quite disbelieve that. I think that cram and superficiality will, especially if Latin, and what are commonly supposed to be men's subjects, are taken up as a fashion, so as to excite a spurious rivalry.

15,855. Do you think that if girls are more soundly taught, whatever the subjects of the teaching may be, the respect of young men for them would increase rather than diminish?—Certainly.

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The Rev. JAMES GEORGE CURRY FUSSELL, M.A., and Miss SUSAN KYBERD, called in and examined.

15,856. (*Lord Taunton to Mr. Fussell.*) I believe you are connected with a school that goes by the name of the "Chantry School"?—Yes.

15,857. Is that near Frome?—It is four miles from Frome.

15,858. When was it established?—About nine years ago, July 1857.

15,859. And you had to do with its establishment?—My friend, Mr. Allen (brother of Archdeacon Allen) and I, were the chief founders of it.

15,860. You are connected by property with that neighbourhood, I believe?—Yes.

15,861. I suppose you were induced to take your share in this undertaking, from a sense of the benefits it would confer upon the neighbourhood?—In great measure, but not wholly so. We have a boarding-school, a national school which works,—more in theory than practice, but still somewhat in practice as well as in theory—into the other schools, and an industrial school where girls are trained for service, being taught baking, washing, and everything usually incidental to house work.

15,862. Is it exclusively for girls?—The national school, *i. e.*,

the village school takes in boys and girls; the industrial school girls only.

15,863. Is it on a considerable scale?—It is on a smaller scale than we originally purposed. We are interested in the manufacturing population of an adjoining parish, and we intended to take their children into our national school. The clergyman of that parish, however, objected to our doing so, and we gave way.

15,864. Do any of the manufacturing population of Frome resort to your school?—No.

15,865. What distance from Frome?—Four miles.

15,866. How did you set about providing buildings?—We had a grant from Government, but the funds were chiefly provided by Mr. Allen and myself.

15,867. Did you erect buildings on a considerable scale?—Size, of course, is comparative; Miss Kyberd has the plans of the buildings here.

15,868. (*Lord Taunton to Miss Kyberd.*) I believe you are the mistress of this school?—I am.

15,869. Perhaps you can tell us about the dimensions?—The whole length of the main part of the building is 125 feet. It is a long strip running nearly north and south. The kitchen, laundry, and servants' rooms go off at a right angle on the west side.

15,870. Is the school a day-school altogether?—There are 24 boarders at present.

15,871. How many day-scholars?—There are about 35 or 36 village children in the village school. It is a small parish, with about 150 population, excluding ourselves. 14 girls are being trained to go out as servants; they board in the house.

15,872. (*Mr. Acland.*) Then the total number of boarders, is 38, viz., 24 and 14?—Yes. Then, of course all the teachers and servants board in the house.

15,873. (*Lord Taunton.*) What is the social rank of the pupils generally?—We have daughters of an architect, a bookseller, and a clergyman; five, whose fathers farm their own land; two, the daughters of tenant-farmers, two of iron-masters, two of mechanics, one of a portrait painter, five of solicitors, two daughters of surgeons and two of surveyors.

15,874. What is the expense to the parents for each pupil in this school?—The board and general education, which includes French and drawing, is 30 guineas; washing, four guineas; German, four guineas; and music, five. We have generally taken the daughter of a poor clergyman, or the sister or daughter of a teacher at considerably less price. We have usually one or two in that position in the house.

15,875. Is the establishment self-supporting upon these principles? I think it would be self-supporting, except for the expenses of the industrial school, and of the mixed school, which are chiefly defrayed by Mr. Fussell and Mr. Allen.

15,876. (*Dr. Temple.*) What do you mean by the mixed school?—The village school. I call it the mixed school because of its having both boys and girls.

15,877. (*Lord Taunton.*) This other school is entirely composed of boarders?—The school to which the prospectus refers is entirely for boarders. We have not encouraged day-scholars.

15,878. Do you think a boarding-school better for a girl of that class than a day-school?—I do.

15,879. You think the discipline and habits of a boarding school have, in a majority of cases, an advantageous effect upon the training

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of a girl?—I have found it so; and certainly the pupils who are boarders make more progress.

15,880. Do you find parents in this class of life are willing to give as much as 30 guineas a year for the education of their daughters?—Yes. We find them come from great distances. They are not at all confined to the neighbourhood; but we have them from London, Liverpool, and Shrewsbury. There are two from Swansea and one from Belfast.

15,881. (*Lord Lyttelton.*) You do not find the children of the clergy or solicitors unwilling to mix with the children of farmers and mechanics?—Not the least; they do not know what the parents are. There are two mechanics' children, but they come from a distance, and it is not known to the others what their fathers are.

15,882. Are the parents of the others not aware of it?—The parents know that we do not confine ourselves to the children of any particular class, provided they are respectable and can pay the terms.

15,883. (*Lord Taunton to Mr. Fussell.*) What was your original intention?—Our original intention was to provide a cheap education for people in reduced circumstances; that original intention, like many original intentions, has been modified in practice.

15,884. It has ended in being a school that affords a very suitable education for the children of the upper division of the middle classes?—Precisely; as well as for others in reduced circumstances. The one thing we have kept always in view is that we will not have it a class school. Sometimes people have said (it has happened once or twice), "Oh, but have not you the daughter of so and so?" and we have said, "Yes. As long as she is well-conducted and well-conditioned we "must keep her; we consider that we have no more right to exclude "such girls, than grammar schools have to exclude boys under similar "circumstances." When we have said that, all remonstrances have ceased; the objector has gone away satisfied.

15,885. (*Lord Lyttelton.*) Then you receive them from all classes?—Provided they are well-behaved and well-conditioned.

15,886. You make no question about their means; about poverty?—We consider the price settles that.

15,887. How do you mean?—If they pay our price it is not for us to say "Are you rich or poor?" If they say "Will you abate your "terms?" we make inquiry. In the case of a poor clergyman or other professional man with a large family, we take all the circumstances into consideration.

15,888. You give no preference on the score of poverty?—We should, but I do not think the occasion has often arisen.

15,889. Have you had more applications than you can take in?—Sometimes. We can easily accommodate 31, and we have occasionally managed to receive one or two more.

15,890. You give then a preference on the score of poverty?—To the extent I have stated.

15,891. This school is the property of yourself and another gentleman?—We are practically the managers of it; but the legal estate is in the bishop of the diocese.

15,892. You have an absolute control over the admission of pupils?—That is in the hands of the managers.

15,893. You have exercised that control with special reference to the circumstances of parents who, though in the upper division of the middle class of life, are not rich?—Quite so.

15,894. (*To Miss Kyberd.*) You have had instances of that?—We had for three years the daughter of a colonel in the army who was

comparatively poor, and we gave her her last six months at school free. The same course was adopted with respect to a daughter of a naval officer, with this addition, that for the previous year she had been charged 10 guineas less than the usual terms.

15,895. (*Lord Taunton.*) Is there any peculiarity in the mode of teaching in this school?—The teaching is chiefly oral, and generally in classes, which are made large or small according to the subject taught. Some subjects can be taught better in large classes, others better in small classes.

15,896. Is there any limit with regard to the age at which you receive girls?—No; our youngest is 9 and the oldest is 19.

15,897. You prefer their coming to you very young, so as to be able to give them a good education to begin with?—No; I like them better to come at about 13.

15,898. But do you find them well-prepared when they come then?—No, they are not.

15,899. Then, in such cases, is not a very valuable time lost, which it is difficult to make up?—That is true; but when we get them much earlier we find people are not disposed to leave them long enough to do them all the good we wish. If they send a child at 9 years of age they think she has finished her education at about 13 or 14, when really she has only just begun to push.

15,900. With regard to little girls, you ground them well in the elements of instruction?—Yes; even to spelling by syllables.

15,901. You teach them grammar?—Yes; and they all learn French as a matter of course.

15,902. Do they learn Latin?—No; there are perhaps six at the head of the school who are learning Latin grammar.

15,903. Is Latin compulsory?—No. French and drawing are compulsory.

15,904. Not Latin?—No.

15,905. (*Lord Lyttelton.*) At what age do they begin to learn Latin?—It depends upon their proficiency in the other languages.

15,906. (*Lord Taunton.*) Do you think Latin useful to girls of that class?—Very useful if they have time for it; but it is difficult to introduce it very early, if they learn all the other things their parents require.

15,907. Do you think French in some respects a useful substitute for Latin?—No, I think not. I should think German a good substitute for all the other languages together that girls usually learn; I mean so far as the education of the mind goes, and really learning the structure of a language; but we do not find so many are anxious to learn German as to learn French.

15,908. You think it desirable that a girl should learn some other language than her own?—I think the more languages she learns the better.

15,909. But without considering the usefulness of this or that language in the practical business of life, you seem to think that German is a better instrument for forming the mind than either French or Latin?—I have not had enough experience in Latin to tell; but of the modern languages, French, German, or Italian, I should say German was a much better education than either of the others.

15,910. Do you find the parents of the girls willing that they should learn German?—Yes; but I do not allow them to learn German till they know a little French, because I have found that beginning two languages at once puzzles them.

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15,911. You teach spelling completely?—Yes; we are rather old fashioned, we make them spell by syllables.

15,912. Is it not the case that girls who come from other schools are very defective in spelling?—Spelling is generally a very weak point in their education.

15,913. With regard to arithmetic, how far do you push the study of this science?—We teach them arithmetic so far as they are capable of taking it in.

15,914. Do you teach algebra at all?—No.

15,915. Mathematics?—No. We are very fond of decimals and vulgar fractions.

15,916. (*Mr. Acland.*) What book do you think is the best for arithmetic?—I like Barnard Smith's very well.

15,917. (*Lord Taunton.*) Do you find it difficult to prosecute a good system of control and discipline among these girls?—No; I am very much helped by the upper girls whom we call the "blues."

(*Mr. Fussell.*) I must explain that, or they will be vilipended. When we first opened we began with six pupils, and our methods were matured as our numbers increased. That has been one great element of our success. Here is a plan of our building (*producing it*). *This* is the bed-room floor. We at first shut off this south room, plastering up the doorway, so that the pupils when they came had no idea that there was any room beyond. After some time they found out there were more windows than they could account for, and they came to the conclusion that there was some mystery about the room; in short, they said we had a Bluebeard's chamber there. When our numbers increased sufficiently we opened the doorway of this room, furnished it with blue curtains, and put six of the head girls into it. This led to their being called "blues." The "blues" have now a distinct position; they are, in fact, the police of the school. That (*producing a brooch*) is their badge of office. They are more help to us for the purpose of discipline than young teachers. They have power of punishing to a certain extent, and they are exempt from punishment except from Miss Kyberd herself.

(*Miss Kyberd.*) And from being publicly reproved.

15,918. (*Lord Lyttelton.*) What is their age?—(*Miss Kyberd.*) Our youngest now is 17. They range between that age and 19. They are a good link between me and the young pupils. They save me a great deal of trouble, and prevent many things coming to me that would come to me through the teachers. I find that the young teachers have not so much judgment in managing the young pupils as these elder girls have.

15,919. How many teachers are there?—There is one who teaches also in the village school part of her time, who was the head governess at Hockerill, and my successor there. I left in 1855. She has a first-class certificate, and teaches in both schools; we have also a teacher from Whitelands who teaches English, a resident French, and a resident German governess, two pupil-teachers, and a music master, who resides in the village, and is the organist of the church.

15,920. (*Lord Taunton.*) When you talk of the expense being 30 guineas, does that include everything?—German, music, and washing are extra.

15,921. (*Dr. Temple.*) How often do you send home school bills?—Twice a year.

15,922. What is the average amount of a school bill?—For those who do not learn German, the average amount would be about 23*l.*, I should think.

15,923. Could you say what was the highest school bill you ever sent?—The highest I ever sent was 60*l.*, but in that case I had to provide clothes, pocket money, and travelling expenses, including a trip to Switzerland with me in the holidays.

15,924. What was the lowest you ever sent for the half year, excluding cases of fees being remitted on the ground of poverty?—About 18*l.*

15,925. How could that be if the charge is 30 guineas a year?—That would be a girl who did not take music or German.

(*Mr. Fussell.*) You can see the ledger with all the bills if you like.

15,926. (*Dr. Temple.*) We do not need that, but it is of importance that we should have a distinct statement of the costs, the average, taking in all, with the exception of those to whom fees have been remitted on the ground of poverty?—It is always a little above 30 guineas for the year.

15,927. This is quite self-supporting, the upper part taken alone, is it?—It would be, but we do not keep separate accounts for the different departments.

15,928. (*Lord Lyttelton.*) Is it self-supporting, except so far that fees are remitted?—(*Miss Kyberd*) Mr. Fussell's and Mr. Allen's subscriptions are necessary for the support of the industrial and village schools, but we do not keep separate accounts, inasmuch as I receive all the money and pay the bills.

15,929. The payments in the girl's school are calculated upon the idea that the school is to be self-supporting?—Yes.

15,930. (*Dr. Storrar.*) Including the interest of the money spent on the plant or after the plant has been provided?—Not taking the plant into account.

15,931. (*Lord Taunton.*) What is the industrial school you have spoken of?—A school where girls are taken for a small payment, and brought up to be domestic servants. They learn their work by doing washing, baking, house work, and waiting at table for the rest of the house.

15,932. (*Lord Lyttelton.*) Is it under the same roof as the other school?—Yes.

15,933. (*Lord Taunton.*) Are they taught in any degree in common with those who are, properly speaking, the pupils of the girls' school?—No; they take it in turns to go into the village school, and they also go regularly into one of the village school-rooms twice a week in the evening, and one of our teachers teaches them there.

15,934. That is an education distinct from the education of the girls in the girls' school?—Quite.

15,935. What education do you give them in these industrial schools?—Scriptural instruction, of course; reading, writing, arithmetic, and needlework; that is their evening work. During the week they are in the village school they follow the course of that school, which takes in a little more.

15,936. And your day instruction is of that special kind which fits them for domestic service?—Yes, for making them respectable servants.

15,937. (*Lord Lyttelton.*) They are children of the lower class?—Yes.

15,938. (*Lord Taunton.*) Does this school answer well?—We have sent out 20 servants since we opened; they have kept their places and done remarkably well. We have always more applications for servants than we can supply.

15,939. How long does the course of instruction in the industrial

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school last?—We have never had one less than two years, and I have had them five years.

15,940. (*Lord Lyttelton.*) At what age do they generally go out to service?—About 17.

15,941. Not until 17?—Some have gone at 16, and I have sent two at 15, but in those cases it was to go into a family under really good servants, where we knew their training would be carried on.

15,942. You get them places with the gentry and not with shopkeepers?—Not with shopkeepers or farmers.

15,943 (*Lord Taunton.*) What is the cost of the course of instruction in the industrial school?—Do you mean what do they pay?

15,944. Yes.—The average charge is 10*l.*, but I have one now 10 years old who pays 14*l.* Then there are others who have come at 12; they pay 12*l.* until they are 14 years old, and then 10*l.* Then, also, we have some who are practically free, the children of labourers in the parish; they pay 1*s.* 6*d.* per week, perhaps.

15,945. That covers everything, education and board?—And clothes.

15,946. How many girls are there attending the industrial school?—14.

15,947. Have you any applicants that you are not able to admit?—No; I think we have never refused any yet. They have had to wait for a vacancy sometimes.

15,948. (*Lord Lyttelton.*) The population is very thin?—I think our population is just over 200, including ourselves.

15,949. It is generally a scattered, thin population?—Yes, it is a thin population.

15,950. Is every article of clothing provided by you?—Every article of clothing.

15,951. (*Mr. Fussell.*) I think the chief value of our industrial school, in any typical sense, is this, that it shows how an industrial school may be made practically useful, namely, by providing it with a full amount of work. In my experience as an inspector of schools I have often found that from the want of this industrial schools have failed to realize the expectations of their promoters. We have ample work for our girls to do.

15,952. Have you an outlet for the work?—By work I mean especially the household work and service of the boarding school, including washing, baking, and so on. They do the whole of this work.

15,953. I meant as to sewing and needlework?—They make their own clothes.

(*Miss Kyberd.*) And the house linen; there is plenty to do.

15,954. (*Dr. Temple to Miss Kyberd.*) In the other school what standard are you able to reach with the girls, with those who stay with you the whole of the time? Can you tell what they are able to do at the end?—I suppose the best test is that we turn out remarkably good governesses. We have now sent out 23 governesses and teachers.

15,955. Have any of them been examined in any way?—Three have passed the Cambridge examination.

15,956. Should you consider that you were tolerably sure to pass all the girls who remain the full time with you through the Cambridge local examination?—I am not certain that all would pass. Candidates fail contrary to all expectation, even in subjects in which they are well prepared. I sent one last year of whom I felt quite sure, but she broke down in the very subject which she and I thought that she would do best.

15,957. (*Mr. Acland.*) What was that?—History.

15,958. Was it the Oxford or Cambridge examination?—The Cam-

bridge examination. I believe that the University of Oxford does not examine girls.

15,959. (*Dr. Temple.*) Though you could not ensure success in individual cases, could you not ensure that a certain proportion would pass?—Yes.

15,960. How many? What proportion do you think could pass that examination, three fourths?—If they stayed with us a sufficient time they would, I think.

15,961. (*Lord Lyttelton.*) You do not profess to train governesses, but yet you send out a good many?—We do not profess to be only a training school for governesses, but we do train governesses.

15,962. You practise them in teaching?—Yes.

15,963. In the schools below?—Among the young children; not in the schools below.

15,954. The elder pupils teach the younger?—(*Mr. Fussell.*) Yes, sometimes; and they occasionally teach in the mixed school on Sundays.

15,965. Do you admit them into the girls' school at any age?—(*Miss Kyberd.*) Yes.

15,966. What age do they generally come at? What age is the youngest?—Nine years.

15,967. When you teach Latin to these girls at 16 years of age is that on their own application, or at your own discretion?—Their own application.

15,968. For what purpose do you imagine they wish to learn Latin?—Many of them go out as governesses, and they are very often required to teach Latin to little boys. It is taught to some for that reason; others frequently wish to learn it because their friends are learning it.

15,969. Is no difficulty found in teaching Latin at such an advanced age as 16?—I do not teach it; but I fancy it is more easily taught then than younger?

15 970. After being well grounded in English and French, you think?—Yes. We examine them when they enter, and keep a record of what they do; and there is a written examination every half year after they return from the holidays.

15,971. Do your young ladies play at cricket?—Yes.

(*Mr. Fussell.*) In each case the parents apply for permission for their daughters to play at cricket, otherwise they are not allowed.

15,972. (*Mr. Acland.*) They have a special dress for the purpose?

(*Miss Kyberd.*) Yes; no girl is allowed to play without her parents' permission, and without a proper dress. We find that the best cricketers are generally the best scholars.

(*Mr. Fussell.*) That is almost invariably the case.

15,973. (*Lord Lyttelton.*) Do you find it difficult to obtain good teachers?—We find it very difficult indeed. We never get teachers who know much of English or arithmetic unless we get them from one of the training schools; and then there is this difficulty, that they know little else. They know no language but their own, and seldom anything of instrumental music. The great failing in teachers generally is the want of the power of government. It takes me at least two years to train them to this.

15,974. Are you speaking of those who have come to you from Fishponds or Whitelands?—Yes. It is difficult to get them to manage our elder girls with judgment; not to quarrel with them, and yet not lose power over them.

15,975. You find them deficient in self-control and discretion?—Deficient in judgment.

(*Mr. Fussell.*) It is a different class of girls they have to manage.

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They enter into closer relations with our pupils than is the case in the schools for which they have been trained. They have to mix socially with them, and share in their amusements, without impairing their authority.

15,976. (*Lord Lyttelton to Miss Kyberd.*) Does it occur to you that to improve the education of governesses for the upper middle class any method could be adopted?—A proper examination; examination for a certificate, as is done for trained teachers for elementary schools.

15,977. Have you regular examinations from outside?—No; the school managers look over many of the papers.

(*Mr. Fussell.*) It may be said there is examination from outside. Mr. Church, of Oriel, is our next neighbour, and he takes a leading part in the examination in French.

(*Miss Kyberd.*) When the Government inspector comes down to the village school we beg him to favour us with an inspection, and he does so.

15,978. (*Lord Lyttelton to Miss Kyberd.*) With regard to the qualifications of governesses in the respects you have mentioned, a certificate could hardly assure us of good judgment and power of government?—A certificate would tell you that the holder of it had the knowledge in her head to begin with; and it ought to tell you that she has been trained somewhere where she would have an opportunity of learning her work.

15,979. Would you have training institutions for teachers for the upper middle class?—I do not think I would call them training institutions. I would have good schools, regularly inspected; and those who go out as teachers ought to have a certificate of knowledge, and one of capacity for teaching and managing, from the head of the school where she has been brought up.

15,980. You would always have the practice of teaching part of their training?—Yes.

15,981. (*Lord Taunton.*) Are there any other observations with which you are disposed to favour the Commission?—(*Mr. Fussell.*) I do not know that there is anything I wish to put forward.

15,982. (*Mr. Acland to Mr. Fussell.*) Have you considered the general question of the interest which girls have in the general endowments for the education of classes above the poor?—Yes, I feel strongly upon that subject.

15,983. What is your opinion on the subject?—I have a very strong feeling that they ought to have a considerable interest in such endowments. I base that opinion on two grounds; first, that I do not see why they should be excluded; and, secondly, because my experience as an inspector of schools leads me to say that they would make at least as good a use of them as boys.

15,984. Have you any plan to suggest?—I have not gone so far as that.

15,985. (*Dr. Storrar.*) Have you in the course of your official duties heard any opinion expressed as to many of these endowments having in their original form been destined for the education of girls as well as of boys?—Conversationally I have heard a great deal, but nothing that I am prepared to put in the shape of evidence.

15,986. (*Mr. Acland.*) Supposing that arrangements should hereafter be made by the Legislature or otherwise for giving girls a share in the endowments of grammar schools and other schools of the same grade, have you considered in what way girls' schools might be inspected?—I think that at the outset the numbers would probably be few; and, with the permission of the Council Office, some of my colleagues might be

very willing to spend part of their holidays in that work. I should be happy to do so. As the work increased a permanent provision would of course be necessary.

15,987. From your experience of the feelings of the parents do you think there would be any practical difficulty in having girls' schools inspected?—None whatever.

(*Miss Kyberd.*) We always invite the Government inspector to come into our school and examine us in the same way as he examines the village school, with the addition of the extra subjects, French, German, &c.

15,988. And do the pupils like it?—The pupils like it very much, and are anxious to write home and say how they passed, and what they did.

15,989. (*To Mr. Fussell.*) What is your opinion as to the establishment of certificates for middle-class teachers?—Do you mean in the abstract, or with respect to any definite plan?

15,990. Do you think it desirable that either by law or some other arrangement certificates for teachers should be generally established in the middle class?—Most decidedly.

15,991. Are you prepared to suggest in what authority the responsibility either of the inspection of schools or the granting of certificates should be placed—in the universities, or the State, or in some authority which should combine both?—I think that as to inspection either of those two authorities would answer; but one which combined both would perhaps be more generally acceptable. As regards the granting of certificates, the addition of some local element might be desirable.

15,992. You mean local examinations?—Local committees or councils I mean. They might either hold preliminary examinations by means of printed examination papers issued by the central authority, success in their examinations being a condition precedent to final examination by that authority itself; or they might depute representative examiners to take part in the final examination. The appointment of these examiners by the local councils might be according to some definite cycle, resembling in that respect the appointment of proctors and university examiners by the colleges at Oxford and Cambridge. I should prefer this latter plan.

15,993. How would you secure a uniform standard for the whole country?—If out of three elements you have two constant the introduction of a third would scarcely destroy the uniformity of the standard.

15,994. (*Lord Lyttelton.*) Do these girls finish their education with you?—They seldom go anywhere else.

15,995. Do you apply the principle of emulation as much, or nearly as much, as it is in boys' schools, to the girls?—Prizes are given for absolute progress, for absolute work done upon paper. The whole examination is in writing.

15,996. It is a competitive examination?—Yes.

15,997. You have no reason to suppose that emulation is injurious to girls as compared with boys?—Not at all.

15,998. You do not find them over stimulated, or made nervous by it?—Not the least.

Adjourned.

Thursday, 19th April 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, Bart., M.P.
THOMAS DYKE ACLAND, Esq., M.P.
PETER ERLE, Esq., Q.C.
JOHN STORRAR, Esq., M.D.

LORD TAUNTON IN THE CHAIR.

Miss G. King.

Miss GERTRUDE KING called in and examined.

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15,999. (*Lord Taunton.*) I believe you are secretary to the Society for the Employment of Women?—Yes.

16,000. I presume that is a society the object of which is to provide employment for women who require it?—Yes, for women who are dependent on their own exertions.

16,001. How long has it been established?—About six years. I think six years next June.

16,002. Are its operations conducted on a considerable scale?—We have not very large funds at our disposal. We could do more if we had more opportunities.

16,003. About how many are you able to find employment for in the course of the year?—I have only been connected with the Society seven months. I think we have found employment for about 40 in that time, but I cannot be quite sure as to the exact number.

16,004. You receive applications from women of very different ages, and different classes of society, do you not?—From all above the class of domestic servants. We do not treat with these at all.

16,005. Are they chiefly young women who apply to you?—We have them from 15 to 40 or 50. These latter are often quite unfit for exertion.

16,006. Have you had any opportunity of judging how far the want of a good previous education is an obstacle to women obtaining employment that is useful to themselves and to society?—Yes, I think so. Those that have had good training can always get employment with greater ease than those who have not.

16,007. Do you find that a considerable proportion of those that come to you are very deficient in education?—Yes; many are very deficient.

16,008. Is there any class of society that you would particularly apply that observation to?—No.

16,009. Is it the daughters of small tradesmen or the daughters of professional men?—Sometimes the daughter of a small tradesman is rather better educated than those who have been in a higher position.

16,010. What is the nature of their deficiency in education; is it a general deficiency or is it a want of any special instruction for special employment?—A general deficiency in elementary training; their letters are frequently mis-spelt and badly expressed altogether.

16,011. They are not able to spell and write sufficiently well to make themselves useful in a great many employments?—No; occasionally a lady, who wishes to go out as a governess, will write an ill-spelt letter. I have had two or three instances of this.

16,012. Do you often obtain situations as governesses for applicants?—Not very often. We refer such applicants to the Harley Street Institution, which is especially for that class.

16,013. Do you believe that young women who come to you are less well educated than their brothers in the same classes of life?—I think so; almost universally.

16,014. More superficially and less carefully educated?—Yes; and there is not the same expense or trouble given to their education.

16,015. To what do you attribute that circumstance?—That the brothers cannot get employment without education, and the necessity of obtaining employment for girls is not so often considered.

16,016. Therefore, if there is only a limited sum to be applied in the education of the family, the parents devote it to educate the sons rather than the daughters?—Certainly.

16,017. Can you suggest any remedy for this state of things?—I think if more employments were open for women; if they were allowed to go in for competitive examinations, for clerkships, and secretaryships, as boys are, that that would give them a stimulus for work. There are many situations which women might fill.

16,018. There are various handicraft trades for which women would be well adapted, from which they are excluded by custom?—Yes; there are several in which the masters themselves acknowledge that women could do the work; only there is such a prejudice against introducing them among the men.

16,019. Among the workmen?—Yes.

16,020. Do you think that is owing to a jealousy of women which makes them not wish that they should participate in their labour and so perhaps reduce the rate of wages?—Partially, and partially it is the fault of the women themselves; they are often not so steady and reliable. They have not received the same early training, and they do not like to serve a seven years' apprenticeship.

16,021. I suppose there are many of these young women, with whom you come in contact, who would be very glad to get remunerative employment in many parts of manufacture, such as painting on china, and things of that sort, for which women are quite as well adapted and as likely to succeed as men?—Yes; they would be very glad indeed of such employment.

16,022. Are there any other employments of that kind?—There is plate engraving, about which I have been inquiring lately, engraving monograms, crests, and other work of this sort.

16,023. Do you mean that women are now excluded from that branch of industry?—They are excluded almost entirely, I think.

16,024. And that is from the causes to which you have adverted?—I think so; the men will not admit them, will not teach them, will not give them the training; at least a man might be engaged to teach a class, but unless women could be introduced as apprentices they would not gain business habits, or a thorough insight into the working of the trade, and, of course teaching them simply the art is of no use.

16,025. They will not allow them to obtain the practise of working in this art?—No; I think that is the difficulty.

16,026. (*Mr. Acland.*) They are allowed to work on wood engraving, are they not?—I think only a few ladies do it.

16,027. (*Dr. Storrar.*) Some watchmakers employ women, do they not?—I went to one who talks a great deal about employing women, but I could not get him to do anything. He professes to do it, but he could neither tell me where I could get women trained, nor would he give me any opportunity of placing women with him.

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16,028. (*Lord Taunton.*) I think you said something about examinations, do you anticipate good results from the Cambridge system of giving certificates to women upon examination, as a stimulus to female education?—I think they will be very useful.

16,029. Do you think there is a want of good schools to receive girls when the parents are disposed to send them there at a reasonable cost?—Yes, at a reasonable cost certainly.

16,030. You think there is such a want?—I think so.

16,031. A want of good day schools, for instance, in this great town?—Yes. I do not know very much about the day schools. I know a girl's education is very expensive if it is at all good.

16,032. Even excluding the accomplishments of education, you think a good solid plain education for a girl is a very expensive thing?—Yes. I do not think you get so good an education in private schools as is given in the national school ordinarily.

16,033. (*Lord Lyttelton.*) Are you in the habit of inquiring where the ladies who come to you for employment have been educated?—Yes; if they are going to be governesses or to try for anything of that sort I generally ask that question.

16,034. Have many of them been brought up only at home?—A great number of them. They have often been brought up at home till they are 14 or 15, and then sent for a year or so to some finishing school.

16,035. How do you examine them to ascertain what they are fit for?—I can do that but very slightly. I generally make them write me a letter; that is almost the only way I have of judging, and they have to bring testimonials from former employers.

16,036. (*Dr. Storrar.*) Have you any reason to suppose that you get a fair average sample of the education of the classes out of the persons who apply to you?—I cannot say. We have a good many applicants.

16,037. You have no reason to suppose that they are the waifs?—No, I think not. They are all women who have to depend on their own exertions, and are anxious to assist themselves. They seldom have any private means of support.

16,038. Are we to understand that your view of their insufficient education applies to the mental training of the women or to their acquirements?—To the mental training. I do not think that accomplishments, if that is what you mean by acquirements, matter very much if they are really soundly trained.

16,039. What you set value upon would be that mental aptitude which would be the result of sustained mental discipline?—Yes, exactly.

16,040. (*Lord Lyttelton.*) It has been stated in the reports of the Society that the difficulty is much more in the inaptitude of these ladies for many branches of employment than in obtaining such employment for them if they were apt for it?—It is more so.

16,041. Do you believe that there is a general willingness in the country to employ ladies in this way if they were fit for it?—People are not very willing to employ ladies where they can employ men I think. I do not know the reason.

16,042. (*Dr. Storrar.*) Does not that unwillingness even extend further, say for instance, that a lady wishes to teach her daughters music or drawing, there is generally a preference given to a master over a mistress, even if that preference involved a higher payment?—Yes, it is always so, and that I think is unfair. Women ought to have as high terms for teaching, if they teach well, as men.

16,043. (*Lord Lyttelton.*) Do the number of applications increase or diminish?—I have never been at the office in the spring before, so that

I do not know; no day book used to be kept, so that I have no means of judging. We have a great many more applicants now than when I first joined the Society, but that was in the autumn. It may be only the difference of season.

16,044. (*Dr. Storrar.*) To what extent has the Society had success in the introduction of ladies as nurses?—We have sent several, four or five lately down to Netley hospital, the Government Hospital at Southampton, and the superintendent-general of nurses has applied several times at the office. We have one client in the Nursing home at Bath, and another has just gone to the Home at Liverpool.

16,045. It is not through your Society, is it, that some of the London hospitals have been provided with nurses lately?—No.

16,046. I do not know whether you are aware that the introduction of ladies into hospitals as nurses has proved a success?—Yes, and we are trying to introduce nursing very much, but nurses are not very well paid, and perhaps a lady has entirely to depend on her salary, and has others dependent upon her. Then they are so very particular about the ladies whom they take. If a person is the least delicate in any way they will not engage her.

16,047. That is but reasonable?—Of course it is, but it makes a difficulty with many ladies who have gone through an immense deal of trouble and are very often not strong.

16,048. (*Mr. Erle.*) I suppose your Society does not provide any instruction for young women does it?—We have a book-keeping class, and there is a law copying office connected with the Society where we train girls for copying law papers.

16,049. Do they get much employment?—There are eight clerks in pretty constant employment.

16,050. That is a very humble class, merely writing, is it not?—No, they are respectable tradesmen's daughters.

16,051. (*Lord Taunton.*) Do you board your applicants at all?—No, we have no means of doing that.

16,052. Do you pay them for any work they do of this kind?—At the law copying office the clerks receive regular payment, and the book-keepers, when certificated, are nearly sure of employment. We also apprentice girls to tradesmen as far as we can.

16,053. Yours is merely an office as it were?—Only an office; we only have the one room.

16,054. Then the expenses of such an office cannot be very great?—No, the income is very small.

16,055. (*Lord Lyttelton.*) Have you promoted their employment in printing?—A great many have been employed in printing.

16,056. (*Mr. Erle.*) Do you adopt any means for procuring the special instruction for young women who require employment?—My chief duty is going about to the various tradespeople whose trades I have found are entirely suitable to women, and trying to get them to give the instruction necessary.

16,057. You have no funds for procuring instruction for them?—No, unless parents can pay a premium. We are most anxious to obtain funds for these purposes.

16,058. You mentioned just now that one obstacle to their success in obtaining employment was their unwillingness to go through a preparatory study for it, as an apprenticeship, but there are a great many professions which do not require that?—For any of those they would suit. It is only the seven years apprenticeship that they shrink from, and I think that is chiefly the parents' fault, because they are not willing to provide a home for so long a time for their daughters.

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16,059. But, for instance, musical employments and things of that kind do not require an apprenticeship?—No, but they require special aptitude, training, and practice.

16,060. Are there many employed at the electric telegraph offices?—Yes, a great many. We have two girls now in training to take charge of stations in the country. We have a girl training for Chatham, one for Norwich, and one is in treaty for Newark-upon-Trent now.

16,061. I think there is one large company in London which employs women exclusively?—Yes. I know Mrs. Craig is the manager of it. I forget which company it is.

16,062. They of course have no difficulty in obtaining the necessary instruction?—No, but the salaries are so very small.

16,063. (*Lord Taunton.*) Do women accept somewhat lower wages than men for the same work?—Yes, I think so. In the Magnetic Telegraph Company they pay men clerks a great deal higher wages than they do the women.

16,064. (*Lord Lyttelton.*) Can they write to you fairly good letters?—Many of them. Some of them write better letters than you would expect from their appearance.

16,065. Do they generally spell well?—I have a great many mis-spelt letters, but not from women employed in telegraph work. They are not employed unless they can write a good hand and spell correctly.

Miss D. Beale.

Miss DOROTHEA BEALE called in and examined.*

16,066. (*Lord Taunton.*) I believe you are the principal of the Cheltenham College for Ladies?—Yes.

16,067. How long have you been in that situation?—Eight years next midsummer.

16,068. What is the nature of the institution?—It is a proprietary college for ladies.

16,069. Is it on a considerable scale?—There are 131 pupils now who are regular students, *i. e.*, who take the general course of instruction; besides there are a few who come for special studies—the majority take the usual course of instruction. It is very much like a public school in its constitution.

16,070. (*Lord Lyttelton.*) Is it wholly a day school?—Yes, but there are two ladies who receive boarders in connexion with it.

16,071. (*Lord Taunton.*) What in round numbers is the expense of the education of a girl at this college?—Do you mean when they attend daily?

16,072. Yes.—The first division is 22 guineas per annum, the second division 17 guineas, and the third division 12 guineas; that includes everything except music and dancing, I mean an ordinary English education, besides drawing and calisthenics, French and German.

16,073. I presume that the pupils who attend a school of this description come from what may be called the upper division of the middle class?—Yes. If I give you a prospectus and a nomination paper, you will see how that is arranged. (*The same were handed to the Commissioners.*) That is the form of entrance; none are admitted but the daughters of independent gentlemen or professional men. It is exactly the same as the Cheltenham College in that respect, we have a great many sisters of the boys who attend there.

*Throughout the evidence I must be understood as speaking of those who enter for the whole course, and whom we call regular students.

16,074. Do you mean that you could refuse to admit a girl who was in a lower class of society?—Yes. You will see by the form of nomination that she would not be admissible. The proprietors keep the nominations in their own hands, as is the case at the Cheltenham College.

16,075. May anybody become a proprietor?—No; the council reserve to themselves the right of admitting or not admitting a proprietor.

16,076. In short, the object of the whole institution is that girls only of a certain class of life should be admissible to the school?—Yes.

16,077. (*Lord Lyttelton.*) Was it established since the boys' college?—Yes. In 1853.

16,078. (*Lord Taunton.*) At what age are girls admissible to this school?—There are some 6 years old; the third division contains children from 6 to 12, there are 27 in the third division.

16,079. Do you often have girls who enter the school at a more advanced age?—Yes, very often. About one-third are over 15.

16,080. Up to what age?—We have had three who were over 30, but then those are peculiar cases of ladies who have entered as pupils for about a year, in order to study our system; two have come from Norway, who desired to learn the English method. Others have entered who were over 20; but, generally speaking, pupils cease to be regular students about 18 or 19, though they may continue to take special studies.

16,081. Have you had opportunities of observing the sort of education which girls in this class of life generally receive?—Yes. When pupils enter, I always give them an examination paper to write; I inquire what history they have been reading lately—what reign they know best, and I generally give them some well known character or reign in English history to write upon. Then I ask them what they have done last in arithmetic, and I set an easy sum on the last rule that they profess to know; then I give them some French verbs, regular, if they profess to know the regular verbs; auxiliary, if they profess to know the auxiliary verbs; or irregular, if they profess to know the irregular verbs. Sometimes I put a few geographical questions, set a piece of parsing, or an easy piece of French, if they profess to know French. I keep the papers; I have not quite all from the beginning, but during the last years I have always preserved them, and I have now nearly 200. I have them arranged for your inspection in three parcels. The first contains 100 papers, and is subdivided thus:—

15	papers by	children	from	10	to	11 years old.
15	„	„		11	„	12 „
15	„	„		12	„	13 „
15	„	„		13	„	14 „
20	„	„		14	„	15 „
20	„	„		15	„	18 or 19.

The second contains all the remaining papers written by those who entered over 15. The third, all the remaining papers of those who entered under 15.

I have also brought a complete set of papers on English history, written for the examiner last June, and subsequently returned to me (these are written by the different classes, from class I. to class IX.), and the papers on astronomy, natural science, and Euclid.

16,082. What, generally speaking, do you believe to be the defects of female education in this class of life?—It is defective to an extraordinary degree in the rudimentary parts. I have certain statistics on

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that subject which I have brought with me; I have altogether 52 examination papers, written by pupils who have entered above the age of 15. A few for various reasons had no sums set, and a few others were to learn English and not French, so that these subjects are wanting on their papers. An analysis of the papers gives the following results:—

Number of pupils who professed to have learned—

Fractions	8,	each sum set was wrong.
Rule of Three, or Practice	18,	„ „ „
Compound Long Division .	14,	of these 13 were „
Compound Short Division .	1,	it was „
Compound Multiplication .	5,	all were „
Simple Multiplication .	3,	2 were right.

I turn next to French: 49 out of the 52 had written French verbs, only four of them were able to write correctly the few tenses set, 10 failed even in avoir and être.

16,083. With regard to the spelling?—There were, I think, six papers which contained no error in spelling. There were not more than six; there might have been five. Six are marked as bad, four as very bad in this respect.

16,084. (*Lord Lyttelton.*) Out of the 52?—Yes.

16,085. (*Lord Taunton.*) Are they generally very deficient in spelling?—I think it would be best to show you the papers as they are classified. I have brought the papers with me that you may verify my statements if you wish.

16,086. Do you believe that the majority of those young ladies have received their previous education at home or in schools?—I drew up as correctly as I was able a table which I forwarded in reply to the printed papers which you sent to me, but I cannot answer it from memory.* Parents always have to enter on the nomination paper whether the children have been at school before, but then they may have been there when they were little children, and have left for the last ten years; still, of my own knowledge, I can answer to some extent, and you will find the result on the paper referred to.

16,087. Do you believe that very often the education of girls in this condition of life is worse than that which is received by persons of a

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* *Extracts from Miss Beale's Answers to the Commissioners' Schedule of Questions.*

On looking over the names of 126 pupils who entered the college above the age of 12, and arranging them from memory under four heads, I find that I have classified as follows:—

Very badly prepared,	42	of whom	27	had been at school.
Badly	„ 27	„	17	„
Fairly	„ 30	„	14	„
Well	„ 13	„	7	„

It is scarcely safe to venture on any conclusion derived from so small a comparison, the more so, as amongst those who have been at school, some may have spent only a short time there. Some however, of those who produced papers almost inconceivably bad, have to my knowledge spent many years at school; and, considering that those who have found a good school probably stay there, yet the number of those who leave to come to us is large, and the schools have the preponderance among the "bad" and "very bad," whilst the "good" are pretty equally divided, I hazard the opinion that there are greater extremes in schools, that something is almost sure to be learned with a private governess, but that in schools, whilst some do well and are trained to a much higher standard than is usually attained by solitary instruction, yet evidence is afforded that there are expensive schools, where pupils who have naturally fair abilities may remain for years, without obtaining the rudiments of education. I mean, leave them, incapable of writing, spelling, or composing fairly in their own language, almost ignorant of French grammar, and scarcely able to work the simplest sums correctly.

much humbler condition at the National schools?—Yes, and I think I can prove that by the papers which I have. First, I will give you our own entrance papers, and then I will give you some papers which I brought with me from one of the Cheltenham National schools. I think if they are put side by side you will see it (*handing some to the Commission*). I have written upon most of the entrance papers what position the father occupied. I have erased the names, but a great many were in the Indian army. I have analysed from the total entries in the nomination book the rank from which the pupils came. Daughters of officers in the army, ·27 ; private gentlemen, ·27. These numbers are very approximately correct. Clergymen, ·20 ; medical men, ·8 ; or including medical men in the army as well, ·17 ; civil service, ·6 ; lawyers and barristers, ·4 ; bankers and managers of banks, ·2 ; naval officers, ·1 ; and various, ·5, such as merchants, surveyors, manufacturers, and so on.

16,088. To what do you mainly attribute the bad state of the education of the middle classes—is it to the want of good schools, or to the little knowledge of the parents of what a good education ought to be, or to what cause should you attribute it?—I think the remedy for bad work is to bring such work to the light. I think it is because it has all been carried on in darkness, because the parents are not able to distinguish between good and bad, and nobody knows, that things have reached such a state.

16,089. What remedies would you propose to apply?—I should advise, certainly, some system of examination.

16,090. Do you mean of schools or of individuals?—I think I should first of all require the examination of teachers. This I regard as a primary desideratum ; then an inspectional examination of schools, if schools could be induced to receive examiners, but the grand difficulty I think will be to induce schools to admit examiners. The system of examination that we have adopted for the last three years has been this:—We have got several distinguished men from Oxford (examiners there) to interest themselves in the subject. Mr. Sidney Owen, the historical lecturer at Christ Church, undertook the management of the examination, and he asked several others to assist him ; but last year, as he was too much engaged in the schools, the examination was undertaken by a number of gentlemen who were not all connected with Oxford. Professor Ramsay took natural science ; the President of the British Association, Professor Phillips, took astronomy ; Dr. Adams, of Manchester, took the English language ; the Rev. John Eaton, Fellow and late Tutor of Merton College, and Public Examiner at Oxford, took the Scripture ; Mr. Newman, Fellow and Historical Lecturer at Baliol College, Oxford, took the history ; the physical geography was undertaken by Mr. Etheridge of the Royal School of Mines ; mathematics by Mr. Esson, Fellow of Merton and Public Examiner ; English literature, by the Rev. H. Bailey, of Cheltenham College ; French, by Mons. Pagliardini, of Saint Paul's School ; and German, by Dr. Schrader, of Bonn.

16,091. Is there anything peculiar in the system of instruction pursued at this college?—Yes, there are some points in which ours is distinguished from that of other schools ; and there are also a great many things in which it is different essentially from the London ladies' colleges.

16,092. Will you have the kindness to give us generally the character of the course of instruction that you pursue there, as distinguished from other schools ; you teach modern languages, I presume?—Yes, we teach French ; and German is begun about the middle of the school.

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16,093. Do you teach Latin at all?—No, only in exceptional cases; because we think that two languages are as much as can be done in ordinary cases to be done well.

16,094. You prefer French to Latin?—French we regard as a necessary, and German we think answers the purpose of Latin, inasmuch as it has a complicated grammar. We begin teaching the declensions first thoroughly before we allow pupils to go on to translation; and in the translation we insist upon their construing in the same rigid way that boys do Latin, so as to make it a means of exact teaching. Then, if they write exercises, I think our system of correction is different from that of many schools and colleges. First, every teacher is required thoroughly to correct the exercises, count and write down the number of faults, and sign her name at the end of each exercise. The practice of allowing pupils to correct in class is, I believe, quite inconsistent with accuracy. Every teacher is responsible for all the corrections of her class. There are none who go to lectures, and whose books may be passed over, or looked at, perhaps, once a quarter; even note-books are thoroughly examined and signed by the teacher. The faults in language exercises are corrected and numbered, and before another exercise is written the pupil folds the pages, and writes correctly, in one column, the sentence in which the mistake occurred, underlining the words that were wrong in the other column, the rule broken. The words misspelt in the English exercises are similarly numbered, and have to be written out a given number of times. Perhaps the most distinctive feature of our system is the importance we attach to constant written as well as oral examination on what has been learned, weekly, quarterly, yearly. This is useful not only directly to the pupils, but to the teacher, showing her how far her teaching is suitable to her pupils. Once a week we have a written examination—the pupils know beforehand what subject they will be examined in, but not what the questions will be; they write in the school-room, as at any other examination. These papers are thoroughly corrected by the class teacher, and marked; the marks gained for examination are in proportion to those which can be gained by any other lesson as five to one. One hour each week is devoted to giving out these papers, in the presence of the whole class, and criticizing them thoroughly as to matter, style, composition, &c. Again, we give, I think, unusual prominence to historical teaching, which we regard as most important, from many points of view. In the lower classes we take in a year a larger portion; in the higher, we work out a short period in considerable detail. This, we believe, gives our pupils a better understanding of the subject, interests them more, and is more calculated to give them a taste for historical reading in after life, than any mere acquaintance with outlines would do. To the study of English literature we also attach much importance. Besides receiving regular lessons, the pupils get up original books, with more or less help from teachers; *e. g.*, Class I. read last year an abridgment of Froissart. This year they have taken Philip de Comines. Class II. has made a special study this year of portions of the Faery Queene. Chronology is taught by maps of the different centuries, on a system I found adopted with much success in France.

16,095. What are the cases in which you teach Latin?—When pupils desire it, and when they are sufficiently advanced in the German for me to allow it; if they do not learn German, we sometimes let them substitute Latin.

16,096. I think I see from your returns that you teach the ex[illegible] sciences—Euclid particularly?—Yes, in Class I. Our system of tea[illegible] ing Euclid is also different from that of most. I teach Euclid myself

I do not allow a book to be used at all, except a book of enunciations, containing no figures. I begin a lesson by explaining the proposition to the class; when they say they understand it, they have to write it then and there, in my presence. I generally have a pupil who assists me in looking over it at once. When it has been made correct, that paper is taken away, and the proposition written at home in a book, which is given up and again corrected. By degrees, as pupils get on to about the 8th proposition, some begin not to want much explanation—some of them would find out the greater part of the propositions, or find them out with a little help. My principle is to give as little help as possible, but to lead them on to find out for themselves; under no circumstances to let them learn by heart, and to induce them to do without explanation as far as they can, so as to call out their own powers.

16,097. (*Sir S. Northcote.*) How far do you get them in Euclid?—One has gone through Book VI.; another is in Book IV.; another is doing the 3rd Book. One has finished Book II.; the rest are in Book I.

16,098. (*Lord Lyttelton.*) Are they not allowed to use a book at all?—Not at all, except a book of enunciations. They do not always explain propositions in the usual way. Sometimes they invent a different way of their own. I generally like them to have that way. If it is much more complicated than the one in Euclid, I would explain that, and put the two side by side.

16,099 They learn it wholly from yourself?—Yes, they do not possess books. With arithmetic I adopt the same plan in giving the explanations. I explain the principle of working, and they write it down in their own words. Then we have periodical examinations upon these subjects.

16,100. In working Euclid, do you make them draw the diagrams?—Yes, and they frequently shade them in coloured chalk; this makes the figure clearer, especially in Prop. V. I have a set of examination papers upon Euclid that they wrote this time last year (*handing some to the Commission*); they are all corrected in red, so you will see the errors at a glance.

16,101. (*Lord Taunton.*) Do you teach physical science at all?—Yes, in Class I. Dr. Wright takes the physical geography and different branches of natural science. Last year he gave a course of very elementary mechanics and hydrostatics, simple machines, &c. I think his class quite understood the structure of the steam-engine in its simple form.

16,102. Is botany taught at all?—Yes, that came in his course. He did not dwell so much upon the classification of plants as upon their physiology, circulation, and structure. Besides Dr. Wright, who takes physical geography and natural science, Mr. Webb, a Fellow of the Royal Astronomical Society, has given some astronomical lectures. He does not continue the whole year; he takes now a course on astronomy, now on optics, now on electricity.

16,103. Do you consult the individual tastes of girls, as to the direction with regard to the physical sciences?—Yes; we do to a certain extent; but generally we like them to take the whole course. If the parents consider that a girl is unable to do so much work, I never hesitate to diminish the work; and I should never let a pupil do what I considered was more than she was equal to.

16,104. Do you give any portion of time to the accomplishments—music and drawing?—We are obliged to allow a large proportion of time for the practice of the piano; we allow from one to two hours every day for home practice in the higher classes, in the lower classes one hour, and with quite the younger ones half an hour would be considered enough.

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16,105. (*Lord Lyttelton.*) Are these three divisions of the school according to age?—And attainments. When a pupil comes in I examine her; she may be 16 and yet not know more than a girl of 12; it would not do for me to put her in the third division, because there the teaching would be unsuited for her; her mind is in a different state of development, although her knowledge may be small, so that they cannot be entirely classed according to age or attainments, but from a consideration of both. Then I have certain classes into which we put those who are untrained, and yet who are of a considerable age, and we try to work those together as much as possible.

16,106. Is it the regular course to pass through the whole of these three divisions, from the one to the other?—If children come into the third they go gradually up; but girls change schools for much more trifling reasons than boys, and this tends greatly to hinder their education.

16,107. Do you ever prepare them for certain professions, such as that of governess?—There are very few who teach; there are about five or six altogether that I know of, and of those, I think, only one has taken a private situation; the others have come to us as teachers, and they would not have been likely to take a private situation. They are attached to the college, and live in Cheltenham, and therefore come to us.

16,108. (*Lord Taunton.*) Are you disposed to prefer the system of a boarding-school education or the system of a day-school education for girls?—I think it is better for girls (when there is no objection to it) that they should live in their own homes and have the domestic influence.

16,109. You think on the whole it is more advantageous?—Yes, where it can be, but of course there are a great number of cases where it cannot be, and where it is undesirable that it should be, from certain home influences.

16,110. (*Lord Lyttelton.*) Do the girls in the boarding-house come from a distance?—Yes.

16,111. Are the authorities of the college responsible for these boarding-houses?—Yes; one is more immediately connected with the college than the other, and is subject to my supervision.

16,112. Is the government in the hands of the proprietors to any extent?—Yes, for the proprietors appoint the council; the council are the governing body, but the council do not expect the proprietors to interfere with them; if they are dissatisfied, they expect them to choose another council.

16,113. Is the council annually elected?—Two members retire in rotation, but they are eligible for re-election. When vacancies occur the council fill them up, and that filling up is confirmed at the general meeting. This printed book contains the rules.

16,114. Do the council meet frequently?—When they are wanted; they always meet at the beginning of the quarter and about once or twice besides in the quarter; if there is urgent business they meet oftener.

16,115. Do they leave the administration practically in your hands?—Yes; it is just as much in my hands as the government of a public school is in the hands of the head master, they never interfere. They exercise control only by appointing annually external examiners. If the examinations were unsatisfactory, they would call me to account for it.

16,116. Could you introduce a new branch of study or suppress an

existing branch without the leave of the Council?—There seems to be no clear rule on this point. I have modified the course of study (*e. g.* introduced Euclid) without formally consulting the council; but when I have desired to make any great change (*e. g.* in the hours), I have brought the matter before them, and been requested to explain my views at their meeting.

16,117. Is there any religious instruction in the day classes?—Yes; some of the classes have a short lesson every day; in the higher classes we give two or three longer lessons in a week.

16,118. Is it according to the Church of England?—Yes.

16,119. Have you any children of dissenting parents?—Yes, and of the Scotch Church. We do not make our teaching (may I use the word) "sectarian." If the parents of any pupil object to the Catechism, I should not insist upon her learning it. We try to make our teaching practical as regards the daily duties of life, upon which we are all agreed, instead of dwelling on points of doctrine, wherein we differ.

16,120. Is the Catechism generally taught?—When it is not objected to it is learned in the lower classes; in the upper classes we generally suppose that it is known.

16,121. Is it often objected to by the parents?—Not very often, I think, but if we know a child is a dissenter or belongs to the Scotch Church, we say nothing about it.

16,122. Have you any clergy among the teachers of the school?—Yes; Mr. Webb is a clergyman. He teaches science for one hour a week.

16,123. Does he conduct the religious teaching?—No; no clergyman conducts any part of the religious teaching.

16,124. That is done by yourself?—By myself, and by the subordinate teachers. Each class teacher takes her own class for scripture, and that I think very important. I make it a rule to take each class once a fortnight for scriptural instruction.

16,125. How many subordinate teachers have you?—Ten.

16,126. Do you find any difficulty in obtaining well qualified teachers?—I did find extreme difficulty when first I began. By degrees I am getting my own pupils round me. Of late years therefore I have had no difficulty at all.

16,127. As to improving the education of the middle classes, you think that the more examination, inspection, and light can be brought to it the better. Can you state by what system you would introduce more examination into the schools?—I think that is a most difficult question. If I throw out my ideas I dare say they may be very impracticable, but I will sketch what had occurred to me. In the first place I think it would be desirable that a general board should be formed with national sanction, that that board should be appointed partly by the universities perhaps, and partly by the Government, say in the proportion of four for each of the three universities and seven for the Government; but that is a mere question of detail. That board, I think, should undertake the examination of teachers, and this seems to me the most important matter in the first place. Then I think that we should be very careful not to throw any obstacles in the way. It might be well to make the examination entirely gratuitous at first, so that there might be no excuse for not going in. There might be a preliminary examination to be passed in the first place like the matriculation at universities, but afterwards those who offer themselves should be allowed to choose any subject that they please. Perhaps if they took the first class in three subjects or in four subjects that they might obtain a certain rank; they should not be required to take any sub-

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jects but those they selected for themselves. That was the plan adopted at Queen's College at first, and I think their system of giving special certificates (any number that were applied for and all independent of one another) would be the best to begin with. Then, supposing a school were managed by any lady who had passed her examination, the same board might offer to undertake the examination of that school (at any rate for the present) gratuitously; the great difficulty will be to get examiners admitted into schools; there might also be a combination then of inspectional and of central examinations. The Government Department of Science and Art has already adopted a system which I think might be brought to bear. Thus, a gentleman in Cheltenham formed a class for botany, and at the end of a certain time, Professor Ramsay sent in from London a set of questions. There was a local committee on the spot who were responsible; they were present in the room, broke the seals, and saw the papers sent off that night by post. Something of that kind might be done to encourage schools generally throughout the country to send in papers written by their pupils upon certain subjects, and so we might make a beginning.

16,128. (*Sir S. Northcote.*) You said the Art Department, I think you meant the Science Department?—Yes; Science and Art; I thought it was one. For those papers perhaps it would be well to give prizes in the same way as the Government has given them for drawings. It appears that persons of the higher middle classes do not mind competing for those prizes, and therefore we might hope that they would not mind accepting prizes or class distinctions for examinations managed in this way. Then besides that, there might be also an inspection of any schools under the management of those who had passed their examinations; because the tendency of a central examination is rather to dictate, to erect an intellectual despotism. The local examinations do this to a certain extent, inasmuch as the examiners lay down that such and such books shall be studied, and such and such subjects shall be taken, whereas at first the examiners themselves would have to learn what is the state of female education, before they could say what would be best to be done; examinations must be rather tentative in the first instance. The advantage of a central examination is that it enables one to compare schools with one another, whereas the inspectional system is liable to break down upon the ground that the managers of the school may think themselves not fairly treated. There is no system of comparison, at least I have heard that objection raised as regards the Government inspection. One national school thinks itself not so well treated as it ought to be. The central examination would enable you to compare schools, and in conjunction with that I think an inspectional board might obviate another danger which sometimes arises from central examinations, viz., that of tempting the managers to work up clever ones, and to neglect those who deserve as much training, and who need it more than the clever ones.

16,129. (*Lord Lyttelton.*) Have you heard of the system lately introduced by the University of Cambridge?—Yes, I have alluded to the local examinations. There seems to be one difficulty in applying that to the higher middle classes; I think of our own case. The brothers of our pupils go to the universities. Now, generally speaking, those who go in for the local examinations occupy a much lower position in the social scale, and our pupils would not like to be classed with them, but regarded as equal in rank to those who pass at the university. These feelings are stronger in a small place.

16,130. You do not propose a compulsory system of examina-

tion of teachers, or of inspection of schools?—Yes, I would compel, if I knew how; but I do not see how, because they do not want money as the national schools do—they would not accept it. There is one other point which I might notice, I think if funds are at the command of the Commission, the cause might be helped on, perhaps, by the establishment of a model school for the training of teachers; I hardly know how that would work.

16,131. The training of teachers for girls' schools?—Yes. So as to make a school what it should be, and to show by positive proof that examinations do not do any harm; because we have a great deal of prejudice to contend with. People fancy that examinations are something very dreadful, whereas we find our pupils do not think so, we take care not to give them more than three hours of work a day; they are accustomed to an hour every week, and every quarter they have a few days, and they like their examination at the end of the year.

16,132. You do not find them over-stimulated by it?—No.

16,133. Would you give publicity to the results of this system of examination and inspection?—I do not know whether at first that might not make people shrink from it too much. I think the object would be attained if they were to find that gentlemen of high standing and position were to come and express their opinion, which of course would be sent to the board, but I do not know whether it would be necessary always to publish it to the world, at least not at present.

16,134. Should not the mistresses, the teachers of girls' schools who have successfully passed examination, have some public distinction to distinguish them from those who have not so passed?—Yes, I think they should, but a certificate would do this.

16,135. If schools are inspected, would it not be necessary to have some publication of the general results of that inspection?—I think that might be an after thought, because the difficulty would be first of all to induce them to admit examiners, and if reports were published at first, it might make them shrink from doing so.

16,136. Do you think certificates of competency in the practical art of teaching could be given?—I think persons might pass an examination, which would show that they had paid attention to it; but of course much depends on ready power of illustration, command of language, &c.

16,137. (*Sir S. Northcote.*) Do most of the pupils learn drawing?—Yes, as a rule they do, unless any object.

16,138. I suppose they chiefly learn upon the Government system?—We have a good many Goverment copies and models, but the master who teaches has not gone into the Government schools.

16,139. There is a school of art at Cheltenham?—Yes.

16,140. Have you any connexion with that?—No.

16,141. And make no use of it at all?—No.

16,142. Do many of them learn music?—Yes, a very large number.

16,143. With regard to exercise, how do they get exercise?—They are in their homes; an alteration has been made since I sent in answers to the printed paper; the hours have been changed now and are from 9·10 to 12·55; pupils are not compelled to attend in the afternoons, but they may do so if their parents like.

16,144. With regard to those who are in the boarding houses?—They take walks with the lady who is at the head of the house.

16,145. Is that made compulsory; is it made a regulation?—Of course they do exactly what she bids them do; they are subject to her authority.

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16,146. (*Dr Storrar.*) Then the average duration of studies is about four hours a day?—Yes, at college, but there is always a short interval; the little ones go out into the gardens in fine weather, or they go into the calisthenic room; there is always some change. The older ones require it less, but we take care to vary the studies, to put light and heavy lessons together. They have drawing one morning, they have calisthenics two mornings in the week, and music lessons interrupt the course of study.

16,147. Do you calculate on home preparation?—Yes; every pupil is provided with a card on which the evening work for each day is entered. It is arranged by the class governess at the beginning of the quarter, and the approximate time required for each lesson is entered. In the first division it is not to exceed two hours; in the second division, generally speaking, an hour and a half; in the third division one hour, in addition to the work at college. We fill up the amount required, the parents fill up the time at which the pupils are expected to begin and finish their evening preparation, and there are printed at the bottom of the card a few words saying that if the time should much exceed or fall short of that allowed, the parents are requested to inform the principal.

16,148. So that the average amount of mental application in the day would hardly exceed five hours?—No. Hardly, about five hours; in the lower classes less, in the higher classes not more than six, exclusive of that given to music.

16,149. Has your attention been drawn to any injurious result arising from applying the same stimulus of competition to girls that is applied to boys?—I have heard it spoken of. I have not found it in my own experience. We have no taking of places. There are prizes given once a year it is true, but we do not find that that does any harm, and they are given entirely by the examiners on the result of the written work.

16,150. What means of maintaining discipline have you?—It is difficult to say; it is really by personal influence. Still, if a pupil should be insubordinate, and I did not think that the college influence was strong enough to counteract other influences, I should request that she should be removed.

16,151. Then you have nothing between the influence of the teacher and removal?—I am always in communication with the parents. If I find a difficulty arising, I call upon the parents and get them to work together with me. If a pupil is idle, if *e.g.* she has not prepared a lesson, she has to write down her name in a book kept on my table, called "the "Return Book," and then she is required to come in the afternoon and prepare it in the schoolroom, and say it to one of the teachers who are always in attendance. Reports of progress and conduct are sent home quarterly, and all entries in the "Return" or "Late" books are inserted. In division III. lists of marks are sent home every week. Besides this, I read every week, in the presence of each teacher and her class, the marks gained, &c. This I regard as a very important means of maintaining discipline and due influence over the whole school.

16,152. Do you ever have to contend with moral difficulties?—Cases of untruthfulness arise sometimes, and faults of that kind, and then they are brought to me. If a child should be found to be cheating in her lessons, for instance, we should treat that as a very serious matter. She would be brought to me, and I should speak to the child and put the wrong before her, and it would be entered in the report at the end of the quarter that her conduct had not been satisfactory in such respect. Generally speaking, if teachers are really interested in the good of the

children, that is found to be enough. I ought to add one thing, perhaps, the seat is sometimes changed; it is a small matter, but the pupils sit in several rows, one behind the other. Suppose a pupil should be sitting in the second or third row, and she were guilty of untruthfulness in any way, we should alter her position. They feel that, because it is bringing them more immediately under their teacher's eye. It is a small thing, but it indicates want of trust, and it is by small things we govern. The place may be recovered by subsequent good conduct.

16,153. Perhaps girls are more sensitive than boys in such matters?—I will not attempt to decide, but my opinion is that they are not.

16,154. What is the proportion of lady instructors compared with gentlemen?—We have scarcely any masters in the second and third divisions, none at all except for drawing and music. In the first division we have masters for literature, drawing, French, natural science, and natural philosophy.

16,155. In the upper classes do you find that ladies can maintain the same influence over their pupils that the gentlemen can?—Yes.

16,156. You have no doubt about that?—No, I have no doubt. I think that the influence of our governesses is as strong in most cases as anyone can desire. One does not want it to go beyond a certain point. I think as a rule the children desire to do what we try to teach them is right. I was at Queen's College for seven years; there I saw then teaching entirely by masters; then I was at a large boarding-school, where it was entirely by ladies. We have a combination of the two, and that seems best. I consider it essential to the right moral training of girls that much of the actual teaching (especially that of the Bible), and certainly the whole internal discipline of the school, should be in the hands of a lady. Besides, I do not think that masters succeed with young children. I think that the constant working up of small matters, the attention to petty details, such as spelling, &c., is not usually paid by masters, whereas a lady will have endless patience and go over the work again and again. Then, in the higher class, I think that the bringing to bear the wider views and the philosophical mind which one finds in the higher class of gentlemen teachers is good, but then we are very careful to choose those whom we consider men of first-rate ability and who do not despise their work. None of our masters teach in schools generally. Dr. Wright, F.R.S.E., F.G.S., is well known for his geological publications in the Palæontological Society, &c. &c. Mr. Webb, M.A., F.R.A.S., has written on scientific subjects. Mr. T. Arnold of Oxford teaches literature.

16,157. To what extent would you be inclined to carry the training of girls in the same line in which you would train young men?—I will take first the mathematical branch. I think it is good certainly in the first class to give them some idea of the exact reasoning of Euclid; I do not think it is a matter of importance whether they do a very great deal. The first book would give me as much as I want generally speaking to make them understand what exact reasoning is; but, suppose there is a taste for mathematics, I should like to encourage it and to go on further. Two of our pupils have taken algebra as far as the binomial theorem, and are working at logarithms; one intends to go on to trigonometry, but she has not as yet done so. I intend to take her on to those branches. I do not see why we should limit it where we find a special taste, at the same time I would not insist upon it for all.

16,158. You would deal with it as a special taste?—Yes, beyond a certain point which I would like all to reach—say half the first book of Euclid, and algebra to quadratic equations, if I could manage it; but I would rather drop that than try to do too much.

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16,159. Now with regard to classics?—I think that German can be made use of as an instrument of training just as well as Latin. I should like to introduce Latin too, but I think it is a great evil to try to teach too many things, and therefore I should not much mind which was taken, either Latin or German. German is generally preferred, but Latin is more useful perhaps for our own language. We teach Greek in a few instances; but no one has a right to demand it. It is only given as a favour to those whom I know to be industrious, and who have time for it, and who are no longer taking all the subjects of the first class. If they are advanced in German, they leave off German perhaps and take Greek or Latin.

16,160. (*Lord Lyttelton.*) You never teach Latin to the very young ones?—No, never.

16,161. (*Sir S. Northcote.*) How far have they ever gone in Greek?—I have only tried it for two quarters; one is doing Xenophon at present.

16,162. (*Dr. Storrar.*) You are aware that some ladies have lately been advocating the admission of girls to degrees in the universities?—Yes.

16,163. What views have you upon that subject?—It seems to me that our opinions are so divided at present as to the modifications that will be introduced into boys' education, that I should regret to see anything done hastily to assimilate it to that which perhaps may be altered for boys; but at the same time I think it is good for boys and girls to have similar tastes, that their minds may not be entirely bent in different ways, so that in their after life they should understand and be interested in the same things.

16,164. In using the word "similar" do you mean identical?—I have had some boys as pupils in mathematics, and, as far as I can judge from these and the public schools they attended, I do not think that the mathematical powers of women enable them generally—(their physical strength I dare say has a great deal to do with it)—to go so far in the higher branches of mathematics as boys, and I think we should be straining the mind (which is the thing of all things to be most deprecated) if we were to try to force them to take up such examinations as are necessarily passed by those who are taking the higher branches at the universities.

16,165. I therefore probably should not be wrong in inferring that while you recognize the similarity of the male and female mind, you would not go the length of saying there was such an identity that they must necessarily move in the same channel?—No, I should be sorry to see them take up classics at all exclusively, because I do not think as regards the education it has been most desirable to limit it thus; that is my individual opinion.

16,166. Do you know anything of the matriculation examination of the University of London?—Yes, I have seen the papers.

16,167. Would you look with approval to the admission of ladies to that identical examination?—I think there should be some modification of the subjects, so that all should not be required to take Latin and Greek.

16,168. If it were proposed in the University of London to establish a special examination for ladies up to the standard of attainment of the matriculation, but not necessarily comprising the same subjects, would you be inclined to look upon that with approval?—Yes, I should certainly. It might be made possible for all to select either Latin or German, but they should not be necessarily required to take the Greek

dramatists or Homer, or such subjects as they had not devoted their minds to.

16,169. In fact you would take the matriculation examination as the measure, although the measure might not be filled with the same subjects?—Exactly so. That I should approve.

16,170. The probability is that you would approve of a lady getting more modern languages than classics?—Yes, I think so; at any rate in the present state of education it would be hard to force them quite into a new channel suddenly.

16,171. (*Mr. Acland.*) What is your opinion about the tendency of girls at about the age of 16 to have their health injured by their eagerness in study?—I think it improves their health very much, and I am sure great harm is often done by a hasty recommendation to throw aside all study, when a temperate and wisely regulated mental diet is really required. They will not do nothing—you cannot say to the human mind that it shall absolutely rest; but if they have not wholesome and proper and unexciting occupations, they will spend their time on sensational novels and things much more injurious to their health. When I have heard complaints about health being injured by study, they have proceeded from those who have done least work at college. Indeed I do not know of any case of a pupil who has really worked, and whose health has been injured; we have had complaints in a few cases where the girls have been decidedly not industrious.

16,172. Do you not think that girls sometimes are more forward in proportion than boys of their own age?—I do not know, I have not had enough experience. If you look at these papers you will hardly think the writers are very forward.

16,173. I meant rather as to your general observation of the female mind, whether it has not a tendency to develope itself rather more rapidly than a boy's mind, and whether there is not some risk of its being overstrained in consequence?—Decidedly, if the teacher is very injudicious, but supposing that the time is regulated, and sufficient time is given to exercise, sleep, and recreation, then there is no danger of its being overstrained with a judicious teacher, who does not give work that her pupil cannot understand. For one girl in the higher middle classes who suffers from over-work, there are, I believe, hundreds whose health suffers from the feverish love of excitement, from the irritability produced by idleness, and frivolity, and discontent. I am persuaded, and my opinion has been confirmed by experienced doctors, that the want of wholesome occupation lies at the root of much of the languid debility of which we hear so much after girls have left school.

16,174. Have you had any opportunity of observing the effect of the Privy Council's examinations on girls in training schools?—No, not any, but Miss Reynolds, who has been for nearly 18 years at the head of the Training College here, does not consider that the examinations have any injurious effects. She believes there is less ill-health amongst certificated teachers than amongst others of the same rank otherwise employed. I know Dr. Bromby held similar opinions. I have been considering the question of health somewhat of late, and I have made up from different tables some statistics about literary ladies:—from one source I find that the average age is over 61, and from another that it is over 68, so I do not think that learning can injure their health. That somewhat confirms my opinion which was before formed.

16,175. I understand you to limit your answer on the subject of health to the condition of a well regulated course of study and general discipline?—Yes.

16,176. Without that, do you not think that there is considerable

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risk of the effect of emulation on the girls' mind?—I do not think it is usually emulation that has so much an injurious effect; but suppose that the college has no head, that a master comes in for French and sets a certain exercise, another for German and sets another exercise, and so on, all irrespective of one another, it may happen that the pupils have an immense deal more to do than they can really do; then they sit up all night to do it; but if there is one head of the college, she looks into that, and if each class governess, who is responsible for her class, arranges the evening time-table, and if every pupil is at liberty to say, when her table is arranged, "I cannot get my lessons done in the "time," and if the parents will freely communicate with the principal, there would be no danger of the pupils' sitting up at night and injuring their health.

16,177. Have you considered the question, which is most favourable to the healthy development of a girl's mind, education at home under a governess, or education at a good day school?—I think unquestionably at a day school, because they can then compare themselves with one another, and are less likely to be indolent or conceited. Home teaching often fails to interest, because the teacher herself finds the work monotonous. Again, suppose there are three or four or five, as there may be, then a governess cannot give proper attention to the elder ones and not neglect the younger ones, and *vice versâ;* and children learn more happily together, and also they see others obedient, and they become obedient too. There is less danger of ill temper and obstinacy; they do not like to make themselves remarkable by insubordination.

16,178. Do I understand you to mean that you think on the whole that some intercourse with others in a public establishment is better for girls than home education, on the same grounds as those on which we should maintain public schools for boys against home education?—Yes, in some respects; but when you use the word "public education," I think that it hardly applies in every respect, inasmuch as this is a college in the hands of proprietors, and they can limit it, besides we have very strict regulations as to the pupils' talking with one another: I do not think it would be good to bring 130 girls together, and give them unlimited leave to talk to one another and play together. I do not think that would be so good for them; but if they join in the lessons, and then go home, and are kept in good order at school, and not allowed to talk indiscriminately together, then I think you get the benefit of home training and school training without the dangers.

16,179. Have you already fully explained the regulations by which you carry out those views of superintending each child, both as regards what happens in school and as regards the passage from home to school and back again?—Directly they come into the college the rule is that from that time they do not talk at all without leave; they enter into the dressing room,—there are always two governesses there to see that they come in quietly; they at once pass to their places, then they are occupied almost without intermission. There is a very short interval between the lessons; they pass from the one to the other. They sit immediately in front of their class teacher, so that they are always under her eye; they can hardly do anything without her seeing them. We do give them leave to speak sometimes, we do not draw the rein too tight, or there would be a tendency to deceit, but they do not converse together; they do not hold any long conversations; they are not able to gossip and spend time in that way. Then when they go home they are of course under their parents' care.

16,180. From what time, from the moment that they leave the school, or when they reach their homes?—When they reach their homes.

Many are accompanied by servants or relations, but at the same time if anyone tells me that a pupil has been seen out of her road, I should at once inquire into that, and see how it was. Parents can tell whether they go direct or not, because our class begins at 10 minutes past 9; the time of starting must be regulated at home, and it would appear in our book if any come late. We never keep a pupil in on any pretence, so it is known that at five minutes to 1 punctually the classes are dismissed and the girls go home. We have fixed our morning hours so that pupils may leave home after the other schools are assembled, and places of business opened, and we have fixed five minutes before 1 because most people in Cheltenham are at luncheon or dinner then, and unpunctuality would hardly escape observation. We have issued these rules* in order to impress it still more on parents, that if a pupil should be found not to be altogether trustworthy, we would rather not have her in the college at all. *Miss D. Beale.* 19th April 1866.

16,181. (*Lord Taunton.*) Are there any other observations with which you would wish to favour the Commission?—I think I should insist most of all on the examination. I think if the examination could be carried out, then the errors would be brought to light, and having brought them to light we should stand a chance of correcting them.

APPENDIX.

On reviewing the evidence, it seems to me that on two points especially I failed to see the bearings of the questions. (1.) Part of the examination turned upon points relating to the differences in the subjects adopted as the means of educating boys and girls respectively. I spoke of mathematics, but did not give clear answers about classics.

(See particularly Dr. Storrar's questions.)

It may be necessary to say that I am intimately acquainted with the course of study in public schools. For some years I pursued classical and mathematical studies with my brothers, going through the course of study pursued at Merchant Taylors'. I do not think we should make a change for the better were we to substitute Latin for French, placing that subject first in order of

* *Extract from Rules.*—As difficulties have sometimes arisen from the want of a clear understanding as to the authority claimed by the Council and the principal, it has been thought desirable to place in the hands of every parent intending to enter a pupil, a short statement of the conditions of entry.

They consider, then, that the pupils, although they may be living in their own homes, are bound to keep the rules imposed, both in and out of college hours. It was felt by the founders of this college that school discipline and class instruction are extremely beneficial, but that the indiscriminate association of large numbers of children is very undesirable.

With this view they have carefully arranged a system of nomination, which not only restricts admission to those who hold a certain rank in society, but requires that a satisfactory reference should be given, and a nomination paper signed by the referee asserting the eligibility of the pupil; this paper must be submitted to and signed by the shareholder giving the nomination; and lastly, the Council reserve to themselves the right of refusing admission, or of recommending and requiring the withdrawal of any pupil whose continuance at the college may seem to them undesirable.

The internal arrangements of the college are such as to prevent all indiscriminate conversation, and they would ask parents to co-operate with them in carrying out the spirit of these regulations out of college hours. The college authorities cannot of course judge of all individual cases, but they consider it very undesirable that children should be allowed to wander about the streets or public gardens unaccompanied, and permitted to choose either friends or books without restriction. Should such supervision be impossible they would recommend that the pupil be placed as a boarder or removed altogether.

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time; nor that the study of Latin, *as generally taught*, is well calculated to develope the intelligence of girls. I prefer the system which circumstances have led to the adoption of—

First, we take *French*, a language nearly related to our own as regards etymology, and having a simple grammatical structure. I would not go on to another language until considerable familiarity had been gained with this.

Secondly, we take *German*, the grammar of which approaches more nearly to the classical models, whilst the inflections are easier to learn than the French; and its etymology too, not only throws much light on our own, but is more transparent, which makes it a medium, perhaps, as valuable as Greek, far more valuable than Latin, for showing the refinements of language, the poetry and philosophy fossilised in speech. Another point is, that the learning of modern languages, too, gives much greater readiness.

When these two languages are acquired, there would be no great difficulty in taking up either *Latin* or Greek. English, French, and German have provided a large etymological store, so that comparatively few independent words would have to be learned. Genders and verbal irregularities would be learned as in modern languages. Nearly all syntax rules would be easily understood, and a Latin grammar in which the principles are brought out, might take the place of one in which dogmatic rules only abound; or *Greek* might be taken, but it should be treated in a similar way (as in such Grammars as that of Curtius), and dogma as far as possible yield to principles, which, although they would be unintelligible to little boys beginning Latin or Greek, would be intelligible and interesting to girls of the age described, and would help them over the necessarily considerable labour of learning the inflexions.

We should not perhaps attain the minute exhaustive scholarship of which some minds are capable, but which not one boy in 100 ever attains, but we should, I think, interest all as far as they go; those who had power and taste might work out the subject in detail, but we should not weary and disgust the majority who are incapable of it; and as regards these it is better they should stop when they have acquired an easy language than when they have only half acquired a difficult one. Girls who would be unable to master the difficulties of the classical tongues would never encounter them, and as the languages gradually increase in difficulty, we could better fit the means of education to the power of the pupil. Latin and Greek form, it is true, a key to modern tongues, but on the other hand modern tongues lead up to Latin and Greek, and I believe this system is equally logical and answers better with girls. It is something to open to them the literature of France and Germany, something to teach them languages, so that they shall find the study (as they generally do) one of interest.

I know, when I look at our college, how far the sketch I have drawn is from being realized, but from the cases in which I have seen it realized, I believe it might be common; and should the days come when a school for girls exists, to which only those are admitted who have acquired elementary knowledge proportioned to their years, or in which they should frequently stay, as boys do, for 9 or 10 years, there would be many who could take with advantage the course proposed. At any rate there would be four stages at which we could leave behind those unable to continue their march, and who, if we tried to bring them farther, would form only a crowd of stragglers.

As regards girls' powers for exhaustive scholarship, there are some who excel, as there are some who excel in the higher mathematics, but I believe, as a rule, the excessive application necessary to attain excellence in these things is more than the majority are capable of, and we would exercise, not exhaust.

On one other point it seems to me that the Commissioners desired to draw from me replies which I failed to give.

(2.) If public schools are good for boys, are they for girls; or should there be essential differences in the machinery of education?

I did show incidentally, that although there are many things which render it desirable that girls should not be too much isolated, yet it is important to insist on more restrictions in their case than in that of boys. Whilst we regard it as a matter of importance that she who is to rule a house "should breathe the atmosphere of authority, and suffer the contagion of "obedience," and acquire those habits of order, economy of time, and steady

application of mind which are best taught in association with others,—that she who is to be the friend and companion of man, should not have lived in so narrow a circle that her mind and character becomes narrowed and prejudiced, —that it is well for her to receive that higher teaching which is usually attainable only in institutions of some position and standing,—yet we would on no account give to her the freedom accorded to boys at public schools; she should early be accustomed to feel strongly the duty of submission to numerous restrictions, and (if I may so express it) the independent republican spirit of boys' schools should not be fostered in those for girls.

On once more looking over the Report of the Commissioners on Public Schools, it occurs to me that it might be well to put into words our own experience on different points there mentioned which have not been already dwelt upon, and might tend to throw further light on the subject. Passing over the classics and mathematics we come to the—

Modern Languages. We, too, have found difficulties with foreign teachers. We think it best to let the class teacher take translation and portions of the grammar, but the foreign teacher other portions, pronunciation and composition.

History and Geography. For history and geography the teachers are required carefully to prepare their lessons, which should be the result of a more or less extended special course of reading according as the class is higher or lower. Thus, for example, it would not occur to anyone, except for the very lowest classes, to take the map of Arabia without reading Palgrave. Voluminous Histories of England are in constant use by teachers.

Size of Classes. I do not wish any teacher to have more than 24, though they sometimes must. Young teachers always begin with less. These 24, for lessons which involve repetition and translation, would be divided into two. For history, &c. they would form one class. I think when there are more, the influence of the teacher tends to become weaker, and she cannot correct a larger number of exercise books. We try to avoid moving pupils at the quarters; the principal move is once a year.

Time spent in School. Is about 23 hours a week. The amount of preparation varies from 6 to 12 hours, inclusive of music.

Stimulants. We do not seem much to require these. I attribute this not to any greater inherent love of work, but to the studies being themselves more interesting; when they cease to be so, we have similar difficulties; if the staple lessons were on Propria quæ maribus, and the books read as interesting to the mind of children as Cæsar's Commentaries, we should have doubtless equal difficulty. A second cause is, that a boy's mind is much diverted by cricket, &c., which is sometimes made the business of school. If a girl takes to croquet or novel reading the result is the same.

Entrance Examination. I think any attempt to introduce this at present would be premature, but it is to be hoped it may some day be practicable.

Natural Science. In the importance assigned to some knowledge of the natural sciences as a means of widening the views and furnishing pursuits full of interest for life, we heartily concur.

English Composition and Orthography. The first is taught chiefly by close criticism of examination papers and essays. With the second we have much difficulty, as those who enter late, especially those who have lived abroad, often spell very badly. We give dictations rarely, and then only after preparation, since writing a word incorrectly for the first time is likely to fix it in the memory. Young children copy from books; the middle classes learn poetry by heart and write it from memory; in all the classes those who make mistakes in any exercise are required to write out one column of the word mis-spelt. Some have besides books in which their errors are entered, and which they repeat from beginning to end week after week. In difficult cases of older pupils special private lessons are sometimes given on derivations.

Independent Classification. With the recommendation here made I do not concur; it does hinder us in teaching special subjects, *e.g.*, arithmetic, to have pupils very unequal; this we think a less evil than withdrawing children very frequently from their class teacher. No strong moral influence can be brought to bear by her when her pupil is frequently away in other hands; and when the moral influence is weakened, the intellectual progress too is retarded.

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Emoluments to Teachers. I attribute some measure of our success to the fact that the council have made the teachers by means of capitation fees to participate in the profits. They feel that they are treated with justice, and do not therefore work in a grudging spirit.

Boarders. We do not allow teachers to have boarding houses. We think it would on the one hand divert their mind from school work; exercises and the preparation of lessons would be neglected; or, on the other hand, the boarders would be left too much to themselves.

Home Influence. The words in the report are equally applicable in the case of girls. The tone of feeling at home will generally fix a girl's opinions respecting the true end of life, and if this is low, her aims will be low also.

Games. The vigorous exercise which boys get from cricket, &c. must be supplied in the case of girls by walking and calisthenic exercises, skipping, &c. We have a room specially fitted up with swings, &c. It is to be wished that croquet could be abolished, it gives no proper exercise, induces colds, and places the body in a crooked posture; besides, as it does not fatigue, girls are able to go on for five or six hours, and induced to be idle. It would seem worth while to inquire what is done in America respecting exercise. I believe they pay more attention to this subject than we.

Relation between Teachers and Pupils. It is one of the essential parts of our system to individualize, to meet special difficulties, and adapt our treatment (according to our lights) to the special disposition of each one committed to our care. Not only does the class teacher, but the principal, also, consider that she ought to be acquainted with the general character, work, &c. of all the pupils. This acquaintance she obtains by conversation with their class teachers, by reading the marks with the teacher, by inspection of exercise books, by occasionally taking classes, and by personal observations in the schoolroom. I have dwelt on this more at length in the paper which was read at the Social Science Congress in October 1865.

D. B.

Miss E. Wolstenholme.

Miss ELIZABETH WOLSTENHOLME called in and examined.

16,182. (*Lord Taunton.*) I believe you are connected with a school in Manchester?—In the neighbourhood of Manchester, about 7 miles distant.

16,183. What is the nature of that school; is it your own property?—It is my own property, entirely private, and on a very small scale.

16,184. Do you give instruction yourself in that school?—I am the chief teacher supplemented by masters and by an assistant English teacher.

16,185. What is the nature of the school, for what class of girls is it intended?—The children of the merchants and manufacturers of Manchester and of professional men.

16,186. Then it is for what may be called the upper division of the middle class?—Somewhere about the lower division of the upper division, if I may so say; that is, it is not intended for the very wealthiest of those classes.

16,187. Is it a day school or a boarding school?—A boarding school only.

16,188. Will you allow me to ask you what is the cost of education in round numbers to a girl educated at this school?—Without the masters' fees about 50 guineas, including masters' fees somewhere from 60 to 70 guineas.

16,189. Are they chiefly young ladies whose parents reside at Manchester that come to your school, or are they from other parts of the country?—Until the last year they have been almost exclusively from other parts of England, but within the last year they have been more from Manchester.

16,190. Is the number limited to 16?—We cannot take more than 16.

16,191. Is there anything peculiar in the course of education and instruction at your school?—I can scarcely say; they are my own methods carried out to the best of my ability.

16,192. I believe you have taken an interest in the establishment of local examinations for girls at Manchester?—I have been much interested in the matter.

16,193. How has that system worked?—We think in Manchester that it has worked very well indeed, so much so that we expect to have more than double the number of candidates at the examination next year.

16,194. In what way particularly, in your opinion, have its good effects been manifested?—I think in the first place it will lead to a limitation of the subjects of study and to a more thorough study. We have already had several singular proofs of the effect it will have in this way, and as one chief mistake of the present day seems to be the attempt to teach and learn too many subjects, this must be a valuable result. Another direct result, and one of great value to teachers, is that it has brought them together, and has taught and is teaching them to teach in concert. The position of a schoolmistress, viewed professionally, has been hitherto one of the most isolated and unrelated possible.

16,195. Do you think the system has taken hold upon public opinion, and is likely to become popular and produce permanently good results?—We hope so, certainly. Before the last examination there was strong opposition, but since I have heard it much more favourably spoken of. Every one has been impressed with the fair amount of success which the girls met with. I think every one remarked also the quiet orderly way in which everything was carried on.

16,196. (*Mr. Acland.*) What number of candidates appeared at the Manchester centre?—32; 14 juniors and 18 seniors.

16,197. Do you remember what number succeeded?—21 succeeded; we were told beforehand that some 10 or 12 might have a chance of passing.

16,198. (*Lord Lyttelton.*) It is the first time?—The first time. In Manchester there was very short notice; there was so little time for any special preparation that the girls went in really from the average work of the school for the most part.

16,199. (*Mr. Acland.*) Do you happen to remember what subjects they mostly succeeded in?—All passed in Arithmetic. In the English section, amongst 32 candidates, there were seven failures, but as the English subjects are all counted together, we do not know what particular subjects were weak. The English section includes under this scheme History, Geography, and, for the seniors, Political Economy, together with Grammar, Analysis, and Composition. Of 21 who took French 19 passed. In the Religious Knowledge section 29 went in; and 20 succeeded.

16,200. (*Lord Taunton.*) Have you had opportunities of observing the condition of elementary instruction among girls of the middle classes?—I think their elementary instruction is anything but thorough. I have been teaching now for about 12 years, and during that time about 120 pupils have come under my care; out of that number I have only found five or six who really understood when they came to me, no matter at what age, the principles of notation and numeration.

16,201. Do you think there is a great deficiency in solid instruction?—A very great deficiency in elementary instruction, no accurate know-

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ledge even of the facts which are supposed to have chiefly employed their attention, and no power of correlating facts.

16,202. Can you compare the education of girls in this respect with that of boys in the same class of life?—I am not able to compare it with that of boys; I know too little of their schools. They cannot be worse than the girls.

16,203. In writing and spelling do you find that girls are apt to be very deficient?—Slovenly writing I have often found.

16,204. How is the spelling?—I think I have only once or twice had pupils who spelt badly, though I hear other teachers constantly complaining of bad spelling; but there has been a great deficiency of English—a deficiency of a real knowledge of Grammar.

16,205. Can you state any special difficulties that occur to you in the way of the substantial improvement and efficient management of girls' schools?—There are very many. The small size of the girls' schools for the most part stands in the way of any efficient management, the fees must be so heavy to secure efficient teachers, or otherwise the teachers are at a starving payment.

16,206. That, I presume, could only be remedied by having schools much larger, and so enabling teachers to be better remunerated?—Yes, I think it might be remedied in that way; formerly I had a very great horror of large schools for girls; but the evidence of facts has overcome my prejudice. We can in the large schools group and classify our pupils better, and give to them what the younger ones especially need, the stimulus of social study. There is also opportunity afforded, within the limits of the school itself, for the growth of a generous emulation, and the greatest gain of all, I think, is, that it becomes possible to govern by a healthy public opinion, instead of by a personal will.

16,207. In the circumstance of a great population like that of Manchester, do you believe that the daughters of small tradesmen and upwards could be efficiently and generally educated, except through the medium of day schools, or do you think boarding schools ought to be resorted to?—For that class I should prefer boarding schools, simply because the home education and influence are so indifferent, unless, indeed, the position of the teachers could be made more independent, which might be done if a professional status could be secured to them, by examination, registration, or otherwise.

16,208. You believe, generally speaking, it would be better, from what you know of Manchester, that girls should be taken from home for a certain time and trained at boarding schools?—From certain classes in Manchester, but not from other classes.

16,209. Do you not apprehend that there would be a difficulty in inducing parents to incur the expense and part with their daughters and send them to boarding schools, and that therefore the want of education could only be effectually grappled with by establishing a system of good day schools also?—I do not think the expense would under wise management be so great as is supposed. The heaviest charges in a girl's education are those connected with instruction in what are called accomplishments. I think the want of education may in part be grappled with by establishing good day schools. I suppose we are speaking here of girls who may probably enough have to earn their own livelihood, but who are seldom prepared for doing so by any business training. I know something of teachers of that class. One complains that her pupils are habitually taken away at the age of 14; not only so, but that till the age of 10 or 12 they are sent to the cheapest schools, so that only over a period of two years is any serious education permitted to extend,

and that, further, the opposition of parents to anything but the showy part of education is inconceivable. I only say this from report, I do not know anything of the working of it.

16,210. Do you not think that if day schools were supplied, and a really good education were offered at a moderate rate to a population such as that of Manchester, it would gradually be appreciated, and the parents would ultimately be willing to incur the expense of giving a good education to girls in that condition of life?—Yes, I think it must do so, but better still than that would be the removing them from home if possible. Girls of the higher class I would not remove from home, though I find teachers of day schools for that class complaining of the difficulties in the way of systematic school instruction consequent upon incessant party-going and the like. I do not know whether it will be possible to work to any great extent a system of graduated schools, but I think something might be done that way, schools working in concert and taking up the pupils at successive stages of progress.

16,211. You think, on the whole, for the class of life to which you have referred the home influences are not advantageous?—Anything but advantageous.

16,212. And that it would be better that they should be influenced by good tuition in boarding schools?—I think so, though I am fully aware of the difficulties in the way. This is perhaps one way in which endowments might be useful. Of course it is simply impossible that all children of the class here spoken of should be taught in boarding schools, especially at the present rate of charges even of the inferior schools; but I think much might be done that way which is not even attempted at present.

16,213. Still I presume there are many exceptions to that. There must be many homes where the home influence is very good?—Certainly. That is simply speaking of a class, the uneducated lower middle class of Manchester.

16,214. In a great city like Manchester do you not think it would be desirable that both systems of education should be provided?—Certainly.

16,215. There is room for both?—Abundant room. There are several girls' day schools in Manchester where 50 or 60 girls are educated.

16,216. Are those all private schools?—Yes, those of which I speak.

16,217. At about what rate of payment?—Very varying indeed. At one school which I know the annual charge for pupils would be from 6 to 14 guineas. At another it would be from 30 to 40 guineas, or even more; that of course includes accomplishments and masters.

16,218. (*Dr. Storrar.*) Could you venture to offer an opinion as to their efficiency?—I think some of these schools are as efficient as under the present circumstances can be expected; the teachers are anxious to do their part, but they meet with innumerable difficulties from the parents.

16,219. Will you be so kind as to expand that a little?—One teacher tells me that she is exceedingly anxious that drawing as a training of the eye and hand on the method of the School of Art should be taught in her school freely, and without any extra charge, but many pupils may not learn it. She would like also to teach them or have them taught the rudiments of Latin with a view to a better knowledge of English, but every objection possible is raised against that; the parents would have time spent upon fancy work.

16,220. (*Mr. Acland.*) Can you mention what the scale of payment was in the school you referred to?—It was from 6 to 14 guineas, according to the age of the pupils and the subjects taught.

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16,221. The objection in that case rather came from the lower section of the middle class ?—Not the very lowest.

16,222. Is that the class in which you would find the most conventional standard of showiness ?—That class would not regard French or music as an accomplishment, but fancy work and other matters of that kind.

16,223. They are probably not persons of education themselves ?—I imagine not. The irregular attendance is again a great difficulty. I have frequently heard of cases where the pupil would be in attendance at school one-third only of the school year. The constant interference of parents of that class with the teachers' methods introduces another difficulty. In the matter of school books the best cannot be introduced, parents objecting to anything but the Murray and Mangnall, with which their own childhood was familiar.

16,224. (*Dr. Storrar.*) Do you think more enlightened views find a place in the upper schools ?—In individual cases certainly.

16,225. But it is not the rule ?—No, not in reference to the education of girls. The very persons who are prepared to make any sacrifices for the education of their sons will often be found quite careless as to that of their daughters.

16,226. (*Mr. Acland.*) Should you think in the case of the families of medical men and lawyers that there would be a more reasonable standard of education ?—One would expect so ; but I have found, and do frequently find, very remarkable instances to the contrary.

16,227. Those are amongst the more important class, who necessarily reside in a town and make use of the day school, because the wealthier manufacturers, I presume, live a good deal out of the town ?—Yes.

16,228. (*Lord Taunton.*) Are you prepared to express any opinion upon the utility of endowments as applied to the education of women ? —I should object strongly to endowments for stipends ; endowments in the shape of exhibitions to the ladies' colleges, such as we are establishing in connexion with the local examinations, will, I think, be of great use. The colleges themselves too might be directly aided with very great advantage. I think that any application of endowments to the education of women by an authorized public body would stimulate private action in that matter. There is a sufficiency of private wealth available which might be put forth for the benefit of female education, and which would supplement any public scheme of endowment if once the system began to be acted upon.

16,229. Have you considered the question of the way in which school endowments are at present applied with reference to the fair claims of women ?—I have not considered that question at all. It is simply that I do not understand why endowments should be good for boys and should necessarily be an evil for girls. I think also that female education needs the help of endowments most, because parents and the public care least about it. Many women, and amongst them many of those who would best repay the highest culture, are prevented by poverty from getting anything like a complete education.

16,230. Especially with your views with regard to the utility of boarding schools, I presume you would be glad to apply endowments, to promoting those purposes ?—Yes, I think that would be a perfectly legitimate and very useful mode of application.

16,231. (*Mr. Acland.*) Do you think if there were an endowment system for girls that that would have a tendency to act as a sort of fly-wheel on the prejudices of parents ?—I think it would ; I think the Cambridge examination will do good in that way. The very fact that a grave body such as the University of Cambridge, can, consider the education of girls a matter worthy of attention, will make the unthinking parents

for the first time begin to think it is worthy of their attention also, and something of the same kind would result from any public action in the matter of endowments.

16,232. My question was, whether if girls' schools shared in public endowments, that would give something like a greater strength to the more solid part of education?—I think the endowments would naturally tend that very way, and should also designedly do so. There might be exhibitions to the ladies' colleges so devised as to secure greater attention to the severer studies.

16,233. (*Lord Taunton.*) Are you acquainted with any endowments in Manchester which are applicable or applied to the education of girls?—I do not know of any.

16,234. (*Mr. Acland.*) Have you any further remark to make as to the working of the local examinations?—I think they will be a very great advantage to us as teachers by indicating our defects. I do not wish to stand forward as an advocate of the local examinations to the exclusion of any other system or any improved system of examination, but I think any system of examination independent in character will be an advantage to teachers, by pointing out those defects which their own private examinations can scarcely be expected to do. We may fail year after year in certain departments of teaching, but our own private examinations are scarcely likely to indicate those defects to us.

16,235. You think, then, perhaps, that a county board might conduct examinations for Lancashire, or even a city board for Manchester, with almost as much advantage as if you were to depend entirely on the Universities; is that what you intend to say?—No, I should prefer University action very decidedly.

16,236. (*Dr. Storrar.*) Are you accustomed to teach Latin to your own pupils?—Elementary Latin all my pupils learn.

16,237. Less with a view to attainment in Latin?—Chiefly with a view to English; but some of them can read pretty fairly with a little dictionary help. I shall send in several pupils for the Cambridge junior examination in Latin next Christmas.

16,238. Then you would approve of girls being taught Latin with a view to their improvement in English?—In English primarily, as an element of English almost. I think that they learn the roots so much better in grammatical connexion, and even should they be allowed to carry their study of Latin no further, it is worth while to know the elements of the language.

16,239. Supposing you had the education of a girl committed entirely to you, at what age would you begin to teach her Latin?—I have pupils now of 10 who are learning Latin in a very simple method.

16,240. Do they begin that as soon as French?—Yes, together, or nearly so.

16,241. You do not find that the one embarrasses the other?—I have not found so hitherto, but I think everything in that respect depends upon the method of teaching and upon the teacher; until this last year I have had very little opportunity of trying the experiment; it is only within the last 12 months that I have added this junior section to the school, so that I am not in a position to speak confidently as to the merits of that method of teaching.

16,242. With regard to Arithmetic and Mathematics, you teach Arithmetic of course?—Yes, we pay great attention to it.

16,243. Are you able to get up to Mathematics?—The pupils seldom stay long enough. My own pupils have till of late come to me at the age of 14, and left between 16 and 17. Finding them uniformly deficient in elementary Arithmetic, they have gone over the groundwork of Arithmetic, and have therefore been limited necesarily to it.

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16,244. You have never been able to work them up to the point which would enable you to proceed higher before they left the school?—Not before they left the school. I hope to be able to do so now. I am inclined to regret not having based all our teaching of Arithmetic upon Algebra. The difficulty in teaching Arithmetic is, that so little of the time, comparatively speaking, can be given to general principles, so much is spent in mastering mere matters of detail.

16,245. Have you been able to introduce any instruction in Physical Science?—Of the most elementary kind only.

16,246. What subjects?—Elementary lessons in Mechanics; the laws of light, sound, &c., and these taught empirically rather than scientifically from lack of time. With pupils of the age at which my girls have hitherto usually come to me, I have preferred to direct their attention chiefly to the specially human studies, language, literature, history and its kindred subjects.

16,247. Do you think that Political Economy is a useful study?—In connexion with history, in its bearing upon history and every-day life. Six or seven of my girls are reading Fawcett's Manual with great interest.

16,248. Do you attempt Natural History at all?—We are trying to do something in it in the junior school, but the difficulty with girls coming at the age of my elder pupils is that one can only teach a few subjects to teach them well. Now that we have younger pupils and hope to keep them six, seven, or eight years we shall have an opportunity of extending the course of study. I speak of my own school merely as typical of the whole class of private schools. In the present condition of girls' education, a teacher is obliged to consider rather what she can do than what she might wish to do. A comprehensive and consistent course of study can very seldom be carried out. We have to do so much that ought to have been done at an earlier age, and I fear often to forestall what properly belongs to a later period. I suppose this will continue to be the case till the higher ducation and the tests of that higher education are freely opened to women, and the love of study ceases to be regarded as a singularity in a girl.

16,249. The great difficulty that you have to contend with is the shortness of time and the imperfect preparation that these girls have?—Those are my chief difficulties. I have not practically had much to do with objections on the part of parents, though I hear much complaint of it from other teachers.

16,250. (*Lord Lyttelton.*) Do you find the parents are generally glad that, their daughters should learn Latin?—I have found it so with the parents of my own pupils almost uniformly.

16,251. Do you think they appreciate the improvement which they derive from it?—I think so.

16,252. (*Sir S. Northcote.*) Have you had any opportunity of comparing the state of the education of the girls about the same age who have been educated in the national schools?—I know too little of the working of the national schools, but from what I hear I should imagine that, in spite of external accomplishments, the girls of the middle class really are not very much better educated; they have external accomplishments, but no solid information.

16,253. (*Dr. Storrar.*) I think we have heard from other parts of England an opinion very distinctly expressed that they are not so well prepared as national school girls?—I should like to have an opportunity of testing that statement; but I have not the means of forming an opinion. Other teachers tell me the national school girls are superior to their pupils.

16,254. (*Mr. Acland.*) Have you had any experience on the subject

of the health of girls under examination?—I think the difficulties of the local examinations on the ground of health have been very greatly exaggerated; the girls worked through it in Manchester without any difficulty; they went through the examination without any apparent fatigue or ill effects whatever. I have heard in Manchester since that some were carried out fainting and others in hysterics, but as I was present, with the exception of five hours, during the whole of the examination week, I can say from my own personal knowledge that nothing of the kind took place, and this although many of the girls coming from the country had to rise at 6 o'clock in order to be there at 9, adding a great deal to the necessary fatigue during the day.

16,255. Do you make some special arrangements for their food?—No; my own girls went with me from the country and of course I prepared for them in town; but we had no general preparation, we did not find it necessary with our small number.

16,256. (*Dr. Storrar.*) From what area were these candidates drawn?—From Manchester itself and a few from Blackpool and the neighbouring towns. One private pupil came from Wigan. They were scattered around in that way, but all had friends in Manchester with whom they stayed. I think eight schools sent in—seven candidates came from private instruction, sent in by their parents.

16,257. Can you tell us whether the majority of these girls were distinctly girls educated in Manchester or in a large proportion educated at places distant from Manchester?—16 or 17 were actually taught in Manchester, the rest came from the immediate neighbourhood. I suppose almost all would be the children of Manchester people.

16,258. Do you at all know from what schools those girls for the most part proceed?—The girls who came in from schools came from eight individual schools.

16,259. Were they distinctly private schools?—Distinctly private schools. Three teachers who were rather dubious of the experiment sent in single pupils, but will next year send a fair number.

16,260. Of those girl candidates did any come from those schools where the terms are as high as you have mentioned in the answer to a previous question?—The greater number did so.

16,261. So that in fact the examinations struck high in Manchester?—They did socially as to the wealth of the parents.

16,262. There does not appear to have been any evidence in Manchester of an objection to this examination on social grounds?—None whatever.

16,263. As to its being *infra dig.*?—No; seven girls came in from private tuition, sent in by their parents, persons of the highest respectability. Our ladies' committee was I think a sufficient guarantee, one of them is the wife of the Dean of Manchester, another the wife of the Member for Oldham; the others are the wives of persons very well known in Manchester.

16,264. (*Lord Taunton.*) Are there any other observations with which you are desirous of favouring the Commission?—It seems to me that examinations and endowments afford at the present moment the best practical methods of improving female education. We can only improve the education of the classes below by beginning at the top and improving the higher education, especially that of the teachers. Here scholarships would be most useful. The test of examinations, especially for adult students, is indispensable, but the basis of every such test should be the admission of the principle of a common education for men and women. Anything short of that I should regard as but a partial good. Some questions have been asked by the Commissioners in refer-

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once to the possibility of a lower scale of fees, and to what lower scale the fees could be brought. I am told that at the Clergy Daughters' school at Warrington the fees are 25*l.* a year for each girl, including board and education. The instruction I am told is of a very superior kind. All the girls learn Latin. This charge covers all expenses and has done so for a long series of years. It is a school of 50 girls. They have not the help of any endowment whatever.

16,265. (*Dr. Storrar.*) With regard to the building, is the rent paid?—No, they are rent free.

16,266. You can state positively that assuming that the building is rent free the education of those 50 girls, including all accomplishments and board, is within 25*l.*?—That is the charge made and there are no extras, yet the school has always paid its way.

16,267. (*Mr. Acland.*) Does that include professional instruction on the pianoforte, for instance?—I believe so. At the Mission School at Walthamstow, a school chiefly now sustained by the Independents, but of a truly catholic constitution, the charge per pupil is 15*l.*; that of course is supplemented by subscriptions, which I suppose would bring it up to 25*l.* per head. There from 50 to 60 girls are boarded and provided for and really well taught, at least I have been led to suppose so. The school is for the education of the daughters of Missionaries of all denominations. In this case there is a small extra charge for Music. The school course includes German, Arithmetic, Part-singing, and Drawing. They have teaching by masters in those subjects. Here of course there is no rent to be paid, the expenses of buildings having been originally defrayed by a special subscription.

16,268. (*Dr. Storrar.*) Can you give us any opinion as to the cost and efficiency of the schools used by the lower middle class above the level of that portion of the population which makes use of the British and National schools?—I can give no evidence as to the cost, but in consequence of some correspondence I had with many of the teachers of Manchester a little time back, I can state positively that some of the teachers in those schools are themselves illiterate—illiterate in the very simplest sense.

Adjourned.

Tuesday, 24th April 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
REV. FREDERICK TEMPLE, D.D.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Rev. J. C. Bruce, LL.D., F.S.A.

The Rev. J. COLLINGWOOD BRUCE, LL.D., F.S.A., called in and examined.

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16,269. (*Lord Taunton.*) I believe you are a Doctor of Civil Laws?—Yes; LL.D. of Glasgow College, and Fellow of the Society of Antiquarians, in London.

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16,270. Will you allow me to ask you with what religious denomination you are connected?—I am a Presbyterian—a Licentiate of the United Presbyterian Church.

16,271. I believe for many years you kept a considerable private school at Newcastle-on-Tyne?—I did; the school was originally established by my father about the beginning of this century, and at his death I continued it, retiring from it altogether about a couple of years ago.

16,272. What was the sort of education which you gave in your school; was it a classical education?—It was general. I endeavoured to give a sound education in classics, mathematics, and the ordinary English branches; and besides that I added to it instruction in chemistry and natural philosophy.

16,273. Was it a day-school?—It was both a day and boarding school.

16,274. In what proportions?—I think my highest numbers were in all 225, and my highest number of boarders was 35.

16,275. May I ask what was the cost to a pupil of the education at this school, beginning with the boarders; what did they pay?—My highest terms for boarders were 45*l.* per annum; and for day scholars, the highest terms were according to what they learnt, from one to three and four guineas a quarter.

16,276. What was the social condition, generally speaking, of the boys who came to your school—were they the sons of professional men, or what?—Many of them were the sons of professional men. It was a mixed school; boys from the humbler ranks of life came there.

16,277. The sons of tradesmen?—The sons of tradesmen.

16,278. Were there any sons of skilled mechanics, or boys of that sort?—Many. I may mention that Robert Stephenson, when his father was in humble life, was one of my father's pupils, and my schoolfellow. He is an example of a person coming from the humblest rank.

16,279. Were all these boys taught together? Did they receive the same instruction?—No.

16,280. Did you classify them according to their prospects in life?—I classified them according to their stages of progress, and according to the kinds of education that their parents wished. I had several classes going on at a time. I had a number of assistants, and I should think that we seldom had less than seven or eight classes going on contemporaneously at the same hour.

16,281. With regard to the boys of the humbler classes who attended your school, at what age did they generally leave you?—They left me, as I suppose they leave everybody else, a great deal too early. I seldom had them beyond 15 or 16. Many left before that. They seldom exceeded that, though occasionally they did.

16,282. How long did boys stay whose parents could afford to leave them longer?—They did not stay much longer than 15 or 16.

16,283. Did any boys go to the universities after leaving you?—They seldom went to the English universities, but they did occasionally. When they went to a university, it was generally to Edinburgh or Glasgow. They occasionally went from me to some of the public schools—Rugby, and schools of that class.

16,284. Did you give a boy so good a classical education that he would have been able to go with advantage to an English university afterwards, if it had been wished?—No, I think the constitution of my school was such that it was scarcely in my power.

16,284 *a*. Do you think, looking to the educational requirements of Newcastle, that it would be desirable that there should be the means of

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giving a somewhat higher education in point of classics than was given at your school?—Most decidedly.

16,285. At the present moment in Newcastle is there any grammar school or other school where such an education is available?—No, I consider not. There is a grammar school in Newcastle; that school as well as most other schools in Newcastle has been examined by your Commissioner, and he will probably have given you a report of the state of things. I have no hesitation, however, in saying that in Newcastle, so far as I know, there is not the means of fitting a boy for taking a good position at once at Oxford or Cambridge.

16,286. Do you think it desirable that there should be some such school established?—Most desirable.

16,287. Has it always been so, or have there in former times been the means in Newcastle for a boy's obtaining a first-class classical education?—At one time a first-rate classical education was given in the Newcastle Grammar School, and it was at that time that Lord Stowell and Lord Eldon attended it. The Rev. Hugh Moises was the master at that time; and in a memoir of him, written by one of his pupils, Mr. Brewster, we have an exact account of the state of the school. "Mr. Moises had a pleasant and familiar way of interpreting the Latin "classics, particularly Horace and Terence. He read also the comedies "of Plautus. Mr. Moises was particularly distinguished by his "knowledge of the Greek choruses, and therefore Sophocles, Euri-"pides, and Aristophanes were read in the school. The senior boys "also read the orations of Isocrates, the oration of Eschines *in* "*Ctesiphontem*, and of Demosthenes *de Coronâ*. It is not my inten-"tion, however, to give a list of books; these are well known .... "He also required a translation of the whole of the Commentary of "Longinus on the Sublime..... The chapter in the New Testa-"ment which was read at prayers every morning was construed from "the original by the scholars, and elucidated verse by verse by the "master."

16,288. Are you able to inform us what was the cost of the school to a pupil, at the time when Lord Eldon and Lord Stowell as boys were attending it?—It would be very small, perhaps a guinea a quarter, I think not more.

16,289. You have no doubt that there are not the means at this moment in Newcastle of anything like this education being obtained?—Not that I know of. In a school such as I had, a large school chiefly supported by commercial people, people who do not care about their sons being thoroughly educated, you are obliged to make even those who are learning Latin and Greek go over a certain amount of ground; you cannot detain them on it, until they do it thoroughly and understand it well, but notwithstanding that I am still of opinion that a school of that kind would live in Newcastle, and would pay itself.

16,290. Do you mean that a school that was merely a school of the highest order for classics would live in Newcastle, or do you think it would be necessary to give a more commercial character to it also, for the sake of the greater number of pupils who might resort to it?—I think it might be necessary to admit commercial pupils as well, so as to give a sufficient number.

16,291. Do you think it would be possible to combine the two?—I think quite possible. If I were beginning in Newcastle again, I would begin upon that principle; I would not allow mere commercial pursuits to interfere with the highest perfection to which I could bring the boys in classics and in mathematics. I think they might be carried

on together; for example, I would not confine boys learning Latin and Greek to that alone. I would undoubtedly teach them English grammar along with the Latin, and in consistency with it, and make them acquainted with English literature generally.

16,292. Would you modify the system so as to apply different rules to boys who are able to stay there a long time and propose to go to a university afterwards, and those boys who were destined at an early age to engage in the practical business of life?—I would let them go on together as far as they would.

16,293. Upon what principles do you think a school of that kind in Newcastle might best be founded, combining the instruction for those two classes of pupils; do you think it would be by taking the grammar school for a foundation, or by means of a private school, or by means of a proprietary school?—I believe that the Grammar School at Newcastle is likely to receive very large accessions of revenue, and I think that cuts the trust at once. It is of no use any person rising up to compete with a well endowed grammar school if those finances are wisely apportioned.

16,294. You mean if that largely endowed grammar school offers an excellent instruction?—Yes.

16,295. You mean that private efforts could not compete with an endowed school, provided that endowed school offered to the community a cheap and excellent education?—Yes, I think so.

16,296. Are you afraid of the effect of endowed schools in the way of discouraging private efforts?—It must discourage private efforts to some extent, at the same time it would not crush them. If there were a flourishing grammar school in Newcastle, and by a grammar school I mean a high class school, there would be a love of learning and a spirit of emulation diffused amongst the population which would support several teachers.

16,297. In what way would you set about rendering grammar schools, speaking generally, really efficient for the purposes for which they were designed?—Everything almost depends on the masters you get, upon their learning, their reputation, and their tact, and their love for their profession.

16,298. Do you think it of importance that the income of the master should depend not merely upon endowment, but in a very considerable degree upon the number of pupils he obtained?—I think it is desirable that it should depend on its pupils partly and considerably, that the master should have a considerable interest in it.

16,299. Have you much considered the question of endowments with reference to improvements which you are prepared to suggest?—No, I have not thought much about it.

16,300. Do you prefer the system of boarders or the system of day scholars with reference to the interests of the pupils, speaking generally?—Boarders.

16,301. You think it is an advantage to a boy to be away from home?—I think it a decided advantage to a boy to be away from home.

16,302. In any class of life?—In any class of life.

16,303. You think the advantages of great public schools are not confined to the upper classes, but also may be applied in a considerable degree to boys of every rank of life?—I think so; that was my opinion all through my professional career.

16,304. Which do you think parents themselves prefer; do you think they like to send their sons as boarders, or would they rather keep them at home, and send them as day scholars?—My impression is that apart from the expense they would rather send them as boarders.

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16,305. Do you think in a school for such a place as Newcastle it would be desirable that the option should be given, that there should be both boarders and day scholars?—I think the master should be allowed to take boarders.

16,306. (*Lord Lyttelton.*) Can you account for the falling away of the Grammar School at Newcastle, why it should become a school of a low rather than of a high class?—I believe it was owing to local circumstances. When Dr. Mortimer, who was for some time head master, left, the master who was appointed was not very popular, and the school fell away. I got a number of his pupils. Eventually he died. I rather think that the endowment of that school is merged in the corporation finances, and it is just paid out of the corporation funds. There was a good second master there at the time I refer to. The corporation did not appoint a new master but allowed the second master to carry on the school in the way he thought best, and he has made it a large and good and useful school, giving such an education as most tradespeople are satisfied with.

16,307. Do you know what the cost of education is there?—It is; I believe, a guinea a quarter for everything. They teach Latin and mathematics and everything else, except French, for a guinea a quarter.

16,308. How far would you carry the education for this middle class? You think it ought to be rather high; for boys who leave at about 16, or not later than 17, would you carry their education as high, as to the subjects of it, as you would that of boys in a higher class?—Yes, I think so decidedly.

16,309. When they go into clerkships and professional life, you would have the education nearly the same as for the upper classes?—I would. I spoke in his shop yesterday to a gentleman who was under Doctor Mortimer. He had got a good Latin and Greek education, and he told me that it was no disadvantage to him, but a source of pleasure and satisfaction to him ever since.

16,310. What distinction would you make? You spoke of a class of commercial pupils as distinguished from the others?—If they chose to omit Latin and Greek I would let them do it.

16,311. At their own option you would, but you yourself would not propose any such distinction?—By no means. I have noticed in boys the civilizing influence of the classics, in their very appearance they became changed.

16,312. You said you generally taught physical science, chemistry, and so on, throughout the school?—Yes, I was myself rather fond of chemistry, and seeing that the Tyne was becoming a great chemical manufacturing river, I thought it might be an advantage to the community. I pushed the study of it to some considerable extent.

16,313. Was it general throughout the school?—No, only the senior boys. Then, again, I do not know that it was very successful. I do not think it was appreciated to the extent I expected it would have been.

16,314. How far can you trace the influence of the teaching of physical science, and chemistry in particular, as a discipline of training for the mind?—I do not think it has a very striking effect in that way. I consider that the classics and general literature has a more refining effect upon the mind. Chemistry relieved the tedium of school life, and was useful in itself for the information it communicated. These boys, in all probability, would not otherwise get the kind of information so useful in every day life which chemistry imparts; but as a source of mental training I would not lay much stress upon it.

16,315. You value it rather in respect of the specific information

conveyed by it, than as an instrument for strengthening the mind?—Yes, and as giving a relief to the mind and variety to school pursuits.

16,316. You attach importance to giving boys who may have a turn for it, which otherwise would lie latent and would not be discovered, the advantage of discovering that turn?—Yes, I think it is desirable. I would not, however, attach the importance to it I once did. I would keep mainly to the old system of education. I have of late learnt to make a considerable distinction between what you may call school education and professional training. I have noticed, for example, that when merchants have sent their boys to me, they laid no stress upon their being taught book-keeping, which persons unacquainted with real business were very anxious about. Then, again, parents who did not understand engineering would say, "I want my boy to learn "mechanical drawing." People who came from the engine shops said, "Let that alone."

16,317. They would learn it better in the actual work of life?—Yes; I would regard education as a means of mental training more than anything else. After a good general education has been obtained, let the knowledge and powers that have been acquired be turned into a professional channel, but not before. I would run boys of all classes upon the same line of rails until they begin their professional training.

16,318. You mentioned English grammar. Would you teach it as a specific study, with books?—Yes, I would use books. What I notice in schools now-a-days is this: Boys are taught Latin and English grammar upon different systems, which causes them much perplexity and loss of time.

16,319. Do you know any good English grammar?—I do not know one that is thoroughly satisfactory.

16,320. Do you consider that in schools of the middle class, whether grammar schools or others, there should be any of what are commonly called "free boys"?—Yes.

16,321. How would you regulate that?—I would have them admitted by examination. I would have only those boys taken in that are of a deserving character.

16,322. Would you give it to the cleverer boys?—Yes, to those who made the best advantage of their previous opportunities, of course taking care that they are boys of good character.

16,323. Would you have any criterion of their being needy, or anything of that kind?—Yes, decidedly.

16,324. For the better disposed and the more intelligent of the needier class, you would be disposed to have some free exhibitions?—Yes; I think where public funds are devoted to public purposes, you are bound to lend a helping hand to those who need it, and who may be a blessing to society afterwards. The Church generally is stunted of its supply of ministers; because, in part at least, the means of education that were formerly in existence are not in existence now. I meet with many who would gladly give themselves to the work of the ministry if they had the education, or if they had the means of getting the education.

16,325. About what proportion of free scholars would you have in a large middle-class school?—I have not thought about it; it would be a moderate proportion.

16,326. (*Mr. Acland.*) The population of Newcastle has increased very much of late years?—Yes.

16,327. What number of persons, do you think, ought to be taken into account, in providing for the intellectual requirements of Newcastle?—

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I think Newcastle may be considered as the centre of a population of not less than 300,000 or even 400,000.

16,328. Are there in Newcastle several institutions tending to assist intellectual activity?—I consider it is a town rather remarkable for its intellectual activity. Long before Mechanics' Institutions were heard of, there was an institution there of rather a superior kind, called the "Literary and Philosophical Society," which has now been in existence for 70 years and upwards.

16,329. Is that still flourishing?—More flourishing than ever; I think it has somewhere between 1,500 and 2,000 members. There is an immense library, which is extensively read, and courses of lectures, and other modes of instruction.

16,330. With regard to the education of this large population, I suppose I am not wrong in saying that there are a considerable number of wealthy persons who would, as a matter of course, send their sons to boarding-schools at a distance?—My impression is, that nearly all the sons of the wealthy inhabitants at Newcastle are educated out of Newcastle.

16,331. Therefore, in considering the question of a boarding-school in Newcastle, we are not thinking of the wants of Newcastle itself, but merely of the possibility of a boarding-school being conducted for other reasons, but not for the Newcastle people?—Not the Newcastle people only.

16,332. Then the question as regards Newcastle itself comes to be a question of how best to provide day-school education, does it not?—Yes.

16,333. Can you at all point out the number of pupils that that population would afford as day scholars, requiring a higher education, such as would fit them for the medical, legal, or other learned professions, or for the higher class of engineering?—I have not thought upon it; it would be a thing that would grow. When first established, it might take some time before it had any considerable numbers. I should fancy that 100 might very soon be got.

16,334. Of what class would those persons' parents generally be?—Well-to-do tradesmen, merchants, and manufacturers.

16,335. Is there not a special necessity to provide for medical men, who must live on that population, and are no other persons similarly circumstanced who must live in the town?—Yes.

16,336. What class of persons would be included under that head—persons who of necessity, from the nature of their business, cannot live in villas outside the town, but must occasionally live in the town, and whose families therefore require a day-school education within reach?—Medical men chiefly, and solicitors, and others, living more now than they used to do in the outskirts of the town, but still in the town.

16,337. There would probably be a considerable number of persons of moderate means residing in the suburbs?—Yes; their sons could come into the town by omnibuses, and they do come in now. Before I left off school they used to come in seven or eight miles by railway—they get season tickets.

16,338. We will dismiss the case of those who are preparing directly for the universities, because, of course the university will govern their education; but for those who want to enter business not later than 18, should you say that classics or mathematics ought to predominate in the education, or would you put them on an equal footing?—I should prefer their being on an equal footing.

16,339. Do you think there are any number of persons in the north

of England and in such towns as Newcastle, who would prefer a very slight acquaintance with Latin, just sufficient to make them know English a little better, but who would like to make the mathematics the backbone of education?—I have no doubt that is so.

16,340. Does your opinion go with that, or do you think that an unsound opinion?—If I were compelled to make a choice between the two I would say classics.

16,341. With a view of going into business at 18?—Yes, as I think it is the best means of training the mind, but I have a second reason for it. A youth can work his way in mathematics by himself more readily than he can in the higher classics. He wants help to understand the classics, but hundreds of youths in Northumberland have made themselves first rate mathematicians, simply or chiefly by their own application.

16,342. Therefore, in any recommendation of this Commission, you would think that nothing should be done in any way to discourage making classics the first consideration in the higher school?—No.

16,343. Would you in any case allow boys to go into those schools without learning some mathematics?—I think it is very desirable that they should,—it gives a greater balance to the mind.

16,344. Do you think that the views which you have expressed would be supported by the more intellectual portion of the population of which you have spoken?—So far as I know of the inhabitants of Newcastle, there is a loud demand for the high class education.

16,345. Do you think that that opinion of late years has been on the increase?—I think so.

16,346. Do you at all connect that with the recent examinations of the universities—the local examinations, or with any other cause?—No, I would perhaps ascribe it to the general prosperity of the country. I notice that when an individual who has no education himself raises himself from the ranks, he takes care to put his son to the best school in the town that he can get. And that son, as he continues to advance, sends his boys to Eton and Harrow. As men rise in the scale of society they almost always demand a higher education.

16,347. And that of a liberal kind as distinguished merely from a utilitarian education?—Yes, I know several merchants and manufacturers in Newcastle who are good classics.

16,348. Does your experience of young men, whether your pupils or otherwise, enable you to say that this liberal education does not indispose them to go into business?—I think not beyond a certain time of life, I would not continue it till 24.

16,349. But up to 18?—Yes, up to 18 or 19.

16,350. Because in saying that, we assume that there would be a certain number who would forego the profits of business for intellectual training, and would go to the universities; but up to the age of 18 you think the practical men of business are beginning to see that a liberal education is no disadvantage?—Decidedly.

16,351. Do you think that in the better application of funds devoted to education there are any particular class of society who ought to be specially considered?—It occurs to me that in the lower grades of society there is a great deal of talent that is not educed. It is only here and there that a person possesses genius, but still among the masses who are now being educated in the common rudiments of knowledge, there must occasionally be manifested an earnest desire and a great capability of making a further advance; and it occurs to me, that in the application of public funds it is right that these boys should be picked out and encouraged, though their parents cannot pay for them, to pursue their education to the highest ordinary stage.

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16,352. Do you think an exhibition, covering the cost of a good day education, would answer that purpose?—That would answer the purpose to a large extent.

16,353. Should you go a step further, and after keeping the boy at school till 15 or 16, should you consider the question of an exhibition to a boarding school?—I should rather have an exhibition to the university.

16,354. Do you think that the poorer members of the liberal professions, who obviously have a great difficulty in giving their sons a liberal education, have any claim on those old grammar school endowments, and in what way could that claim be met, if you recognize it?—I think they have a claim, but I should have very great difficulty in pointing out the way in which it could with propriety be met.

16,355. You would be disposed, I infer, not to employ the endowments in beating down the cost of education to the average middle-class parent, who might be presumed to be able to pay 10*l.* a year for his son's education?—That is my feeling, it may be a professional feeling.

16,356. Would it meet your views for the promotion of the highest education, to give free exhibitions open to competition, relieving the parent of the cost of education, and opening up higher exhibitions afterwards?—I think that would be the best plan.

16,357. With regard to the examination, do you think wholly independent examinations of any importance?—I think it is of very great importance.

16,358. How would you conduct them, would you vest them in the universities, the state, or in any other body?—I would rather the Government undertook it, employing university men.

16,359. Do you think it of great consequence that the examiners should be themselves practical teachers, or should have had experience as teachers; or would you trust to a thoroughly well educated young man, qualifying himself in his duties as inspector?—I would trust to a thoroughly well educated young man, who knows the state of education in other schools.

16,360. You think he might acquire that in the course of his duties as inspector and examiner?—Decidedly.

16,361. You do not therefore think it necessary that the examiners or inspectors of schools should be professional teachers?—No.

16,362. (*Dr. Storrar.*) Though perhaps they might be none the worse for having had some practical experience as teachers?—Certainly not.

16,363. (*Mr. Acland.*) Supposing that efforts are made on the basis of the old endowments to provide the education for Newcastle, such as you speak of, would it be desirable to invite contributions from the wealthy to expand that foundation?—I think it would, you mean the foundation at Newcastle?

16,364. Yes?—I would rather ask contributions in the shape of scholarships and exhibitions.

16,365. Is the site of the school good; are the buildings good?—They are going to build now; the old building is pulled down, and it is only in a temporary place at present, and a new site is fixed upon.

16,366. What sort of fee do you think would represent the cost of education, not counting any benefit to be derived from the endowment; but what do you think the fair cost of the highest education of which you have spoken, and then of a lower education for the lower middle ranks?—At present at the grammar school they pay 1*l.* 1*s.* a quarter.

16,367. I want to know what your opinion of the fair market value of the article is, putting all endowments out of question?—I will say about 4*l.* 4*s.* a quarter.

16,368. For the higher class of education?—Yes; I think you might carry on a school at Newcastle for, say, from ten to twenty pounds a year as an outside sum.

16,369. (*Dr. Storrar.*) Provided you had the fabric?—No; I would almost do the whole for that.

16,370. (*Mr. Acland.*) You think that would cover the rent?—I think it would; certainly 20*l.* would.

16,371. What number of pupils should you require to make that answer?—From 100 to 150.

16,372. Do you think that that is as large a number as is desirable for such a school; have you any objection to its being larger?—I would not object to its being larger. I have known various numbers in my own school, and I think at the largest it was as well taught as when it was smaller. I must multiply my teachers. I never like to have a class with more than 15 boys in it.

16,373. With reference to the intellectual education of Newcastle, do you think that the teachers of such an establishment might render great service to young men to carry on their education?—Very great. There has been in all my time a great demand for instruction after boys have left school. Young men in engineering works find they are deficient in mathematics, and want to improve themselves; others again are wishful to fit themselves for entering the Church. I am again and again applied to by persons to provide private instructions for them and cannot do it.

16,374. With regard to the religious basis of grammar schools, are you of opinion that the arrangement of the Endowed Schools Act, which leaves the general management of the school in the hands of the Established Church, recognizing the right of all other denominations to use the school without receiving religious instruction, would be satisfactory, or would you suggest any other basis for the grammar schools, I mean with special reference to the fair claims of other bodies besides the Church of England?—I cannot offer a better basis. I would rather there were perfect equality, and that the master might conduct the religious services as he pleased, but as a practical thing I would be satisfied with it.

16,375. Do you think on the whole that the dissenting communities of England would rather have a religious education of some distinct kind in the school, provided their consciences were considered, than throw the whole matter open, and have no religious education at all?—I think so. It was always my practice to devote a certain portion of the week to religious instruction, making it, of course, general.

16,376. Do you think there would be any room in the population of which you have spoken for a voluntary establishment on some other distinct religious basis than that of the Church of England, in the event of parents preferring it; would there be room for two schools?—Two public schools?

16,377. Public or proprietary schools.—I would not attempt a second school in Newcastle; not a second public school. Private schools would rise up and exist to a small extent even if there were a powerful grammar school.

16,378. (*Lord Lyttelton.*) What you wish would be complete religious equality, but at the same time the master left free to conduct the religious instruction as he pleased; might not that very often lead to something

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very different from religious equality?—Yes, it might; I see difficulties in the whole thing.

16,379. You rely on the master?—Yes.

16,380. (*Mr. Baines.*) You have said that you found that the theoretical instruction which you gave to young men, who were to go either to chemical works, to engineers, to merchants, or to other professions, was not very much valued, that the practical instruction which they received in their own workshops was valued very much higher than the theoretical instruction which could be given in schools. I want to ask whether, though that is so, you would not still think it very desirable that the theoretical instruction should still be given in the schools before boys go to those workshops?—Theoretical instruction. I was rather distinguishing between practical and theoretical.

16,381. My question is, although there is a tendency with practical men rather to look down upon theoretical instruction, still is it not desirable to give that theoretical instruction as a preparation for the practice?—Yes, it is, as far as it can be done without interfering with other things.

16,382. Would, then, the fact that there is a tendency on the part of practical men rather to despise and to look down upon theory affect your view of the importance of giving the theoretical instruction as a preparation?—I would decidedly give them the theoretical instruction. For example, in book-keeping; on a black board you can do it in half an hour, instead of spending hours and hours in writing out books to give them the general theory, and then allow them to get the details afterwards.

16,383. Although most of the boys of the higher class in Newcastle are now taught not in Newcastle, but in schools at a distance, supposing that there were schools of the superior kind, which you wish, you suppose they would then be educated in Newcastle?—Not in the first instance. I believe the current would still continue to go outwards at first, and even afterwards a variety of reasons might induce the parents to send their children away. Our dialect is not very good in Newcastle; on this account some may prefer their being taught in the south, even though they could be as well taught at home. A good deal would depend on the class of boys who went to the school; such a school as I should like to see established would contain boys of every class. Many persons wish their sons only to associate with the sons of gentlemen, and in that way I can quite conceive that many would still continue to send their sons out of Newcastle.

16,384. Does the University of Durham attract young men from Newcastle, or do they chiefly go to the south?—They chiefly go south. There is a good grammar school in Durham, but when they leave the town, they go at once to Rugby, Eton, or Harrow, or other distant places.

16,385. Have you what are called local examinations of the Universities of Oxford and Cambridge?—Not in the town. My school is the only one that ever sent boys to the middle-class examinations, and we have had to send them out of the town. The first time I took them to Oxford, of course I need not have done that, but since we were going out of Newcastle, we resolved to make an agreeable trip of it, and go to head quarters at once. Since then the boys have gone to Leeds.

16,386. There is an examination conducted there?—Yes.

16,387. Does the University of Durham also conduct local examinations?—Yes.

16,388. Have you sent any there?—No, we began with Oxford,

which was the first university to adopt the examination, and we have kept by it; my successor keeps by it.

16,389. May I ask you whether there are any other very superior private schools in Newcastle?—I consider that there is one, though I know little of it personally.

16,390. (*Rev. A. W. Thorold.*) Are the wages of artizans in Newcastle, as a rule, high?—Very high.

16,391. That would bear on the question of the payment which they would be willing to make for their children's education?—Yes; I am afraid to say how much, but I have heard of 3*l.* a week, and sometimes more, being earned by labouring men.

16,392. What average sum do you think they would be willing to pay for a good day school education for their children?—The more intelligent of them might be willing to pay about two guineas a quarter.

16,393. As much as that?—That is the outside, but some would.

16,394. In your own school was there any mixture of the artizan element with the tradesman element?—Yes.

16,395. How did that work?—Very well; fairly. Many parents thought I ought to keep it more select.

16,396. You just now expressed an opinion that you would like to see a school in which all elements should mingle freely. May I ask your reasons for that opinion?—I think it is an injustice to the son of an artizan to reject him simply because his father is a workman. It is an unchristian thing. More than that, I think it is a disadvantage to the upper classes not to know the minds and the opinions of those in the rank below them, and I think that the battle of life will be better fought if as a boy you mingle with all classes, because as men you are obliged to mingle with all classes.

16,397. Where practical difficulties have, to your knowledge, arisen in the mixture of the different social elements, have those difficulties been chiefly on one side more than on the other?—I do not think that there has been any real difficulty, not in my experience.

16,398. You have no practical grounds for saying that the mingling of the artizan class with the tradesman class would be impracticable on account of artizan faults of manner?—No; as I have already said, the only difficulty was the ideas of parents; they do not quite like it.

16,399. (*Dr. Storrar.*) Does that objection chiefly prevail among the newly rich of the middle classes?—Very likely.

16,400. Do you think it is likely to prevail as much among the really better class of society?—I do not think it is likely.

16,401. Although your experience does not lead you to put such subjects as chemistry and natural philosophy for the purposes of mental training on an equality with the classics, still would that lead you to drop altogether the study of natural science in a school?—No, and especially natural philosophy. The theoretical study of science is useful, but I would not attend too minutely to the practical details. I would not take up a boy's time with it if it could be advantageously devoted to classics, mathematics, history, and so on.

16,402. We have had it stated here on high authority from one of the universities that young men coming to a university evinced the most remarkable want of knowledge of the common facts of science. You would, therefore, propose to provide in the schools as much as that would amount to?—Yes, certainly.

16,403. Are there any boarders taken by the master of the grammar school at Newcastle now?—I believe not.

16,404. What is his income?—I do not know what his income is.

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The school costs the corporation about 120*l.* a year, which sum includes the master's salary.

16,405. Is that 120*l.* sufficient to encourage lethargy on the part of the endowed schoolmaster?—There is no lethargy on his part; it is a large and flourishing school, but the standard is not so high as it used to be.

16,406. Could you give us any information about the education of girls in Newcastle?—I do not think they are as highly educated as they ought to be.

16,407. They are dependent entirely on private schools, I presume?—Yes; in Newcastle they are entirely so.

16,408. Could you suggest any plan which would be practicable in order to improve the character of a girl's education?—The only thing that occurs to me just now would be the introduction of examinations into the town, to which girls might be admitted; rather a special examination of girls.

16,409. (*Lord Taunton.*) Are the girls educated chiefly in boarding or day schools?—Chiefly in day schools.

16,410. Of rather a low class?—There are one or two very good schools.

16,411. (*Dr. Storrar.*) In the institution of these examinations, would you prefer that girls should be admitted to the local examinations of Oxford and Cambridge along with boys, or that special examinations should be provided for girls?—I should prefer special examinations, but I am speaking without having thought the matter carefully over.

16,412. Could you venture to offer an opinion to what extent the education of girls should be conducted, upon the same principle, and upon the same subjects, as the education of boys?—I do not think I would give girls a classical education, I would give them a thoroughly good English education and make them thoroughly acquainted with French and Italian, or German perhaps, as the case might be, and depend in a large measure for the cultivation of their minds upon making them acquainted with English literature.

16,413. Would you propose to give them the elements of Latin, with a view to an extended knowledge of English?—Yes, to that extent, so as to enable them to understand their own language better.

16,414. Have you had any experience in teaching girls mathematics?—No.

16,415. You probably would not object to teaching boys and girls of a very youthful age, together?—Not at a very youthful age, but practically it does not do. My father began with both boys and girls, and after a while it was necessary to separate them; he gave up the girls.

16,416. Perhaps at about 11, 12, or 13 years of age you would consider that the education ought to diverge?—Before 13. Boys at 11 or 12 are apt to be rude.

16,417. You think that a judicious system of examinations for girls would go a long way to correct the deficiency at the present girls' schools?—I think so.

16,418. Would you extend the principle of inspection to these schools in those cases where the mistress was willing to accept inspection?—Yes, I would were they were willing to accept it. I think, however, that the public examination would almost supersede a private inspection. If the examinations were established in a town, and ladies were invited to send their pupils to it, they would for their own credit's sake do it.

16,419. Are you favourable to any step of certificating ladies with a view to their becoming mistresses of schools, or with a view to the

gratification of such ladies as choose to measure their own standard of attainment?—I have not thought upon the subject, I do not know how it would work. *Rev. J. C. Bruce, LL.D., F.S.A.*

16,420. You are aware that there are some ladies who are pressing for admission to take degrees in universities, of London for instance?—Yes. 24th April 1866.

16,421. Putting that aside, do you think that any advantage would be derived from instituting some kind of special examination which may be supposed to be better adapted to test the special attainments of women?—It can do no harm, and it may do good.

16,422. (*Lord Lyttelton.*) Does it occur to you with a view to the proper supply of the country with new middle-class schools, or to adapting the old grammar schools, that, as a general rule, the county would be a proper area,—that there might be one such school for each county?—Northumberland is a large county, I should fancy that it would want more than one in large counties.

16,423. You are not acquainted with the rural counties of England so well?—No, not generally.

16,424. (*Mr. Acland.*) Do you think that, looking to the position of those who go behind the counter at 14 or 15, that you would still make Latin generally one element of their education?—Yes, I would.

16,425. Do you think it would be sufficient for them to take part in the earlier stages of the classical education of those who are preparing for higher scholarships, or would you adopt the Latin teaching especially to the purpose of making it illustrate English?—I would carry them on both together, even those preparing for the higher stages are the better for seeing how it illustrates English, it interests them to see the use of the language they are learning.

16,426. (*Lord Taunton.*) Is there anything else which you are particularly desirous of calling the attention of this Commisson to?—No.

O. C. WATERFIELD, Esq., M.A., called in and examined.

16,427. (*Lord Taunton.*) I believe you were late Fellow of King's College, Cambridge, and Assistant Master at Eton College?—Yes. *O. C. Waterfield, Esq.*

16,428. At present you are head master of a private school at Sheen?—Yes.

16,429. Is it a private school on a considerable scale?—Yes, it has been long established, has existed in the same place for more than 60 years, and contains 100 boys.

16,430. Is 100 boys your limit?—Yes, my limit; I say my limit, although at the present moment there are 110, but 100 only are in my house and form any source of profit to me. The 10 others I permit the second master to receive into his house with the view of making his position more valuable.

16,431. Are your boys all boarders?—All boarders.

16,432. Will you allow me to ask you what is the scale of payment for those boys?—The terms are 80*l.* for boys under 10, and 90*l.* for boys over 10. These terms include a good many things for which extra charges are sometimes made.

16,433. I believe your school is a preparatory school for the great public schools?—Essentially so.

16,434. Is it altogether so, or do you have a certain number who do not go to the great public schools?—Occasionally, but that is generally owing to my advice. Boys come to me with the intention of going to a public school. There are generally four or five who have changed their minds and decide on entering the navy; and every now and then

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it is my duty to recommend a parent not to send a boy to a public school, but to a tutor, because I think there is something in the character of the boy, or perhaps some deficiency of power, which renders such a training more suitable than that of a public school.

16,435. From what you have stated I suppose your school may be said to be made use of by the upper classes of society and quite the upper division of the middle class?—It consists principally of the sons of professional men, clergymen, and country gentlemen. There are a few boys of higher rank.

16,436. Your boys go to Eton afterwards, and schools of that description?—A good many go to Eton. A great part of my business is preparation for the various open scholarships which are now given at different public schools.

16,437. How late do boys generally remain with you?—I do not allow any boy to remain in the school after his fifteenth birthday, and as I consider that limitation of age important, I enforce it strictly.

16,438. What are your reasons, may I ask, for attaching so much importance to that limit?—The reasons are numerous. To begin with, I believe it to be very important for teaching. It is almost inevitable that the head master of a school should pay the most attention to those boys who are best capable of receiving his instruction and with whom he has something of a more friendly relation than with those who have recently joined him. In every way he is tempted to devote the greatest part of his time and care to the upper boys of his school. My experience of schools, where the ages of boys are very mixed, is that the upper boys are attended to and the lower boys neglected. In that way I think a limitation of age valuable. There are other reasons connected with the discipline of the school, for boys after the age of 14 very much more liberty is desirable than is in any way good or fit for very little boys; in fact, I make a considerable difference in that respect, and allow my first two classes very much more liberty than I allow to those in the lower part. There are also moral reasons which make me think it very desirable to enforce a strict separation of ages.

16,439. (*Dr. Temple.*) By the fifteenth birthday do you mean when he becomes 14 or 15?—When he becomes 15. I should not wish to fix the limit a year earlier, and indeed it would be impossible for me to do so, because a great many examinations for admission into public schools, and especially for scholarships, are open to boys of 14, and there would be obvious inconvenience to a parent if I required removal before that time.

16,440. (*Lord Taunton.*) You think that the association of younger boys with boys after they have passed that age is not useful to the morals of the boy?—I am quite sure it is not.

16,441. Yours is strictly speaking a private school?—Strictly.

16,442. Do you believe that private schools may be left altogether to themselves safely, or that it is useful or even necessary that there should be some inspection on the part of a public body?—I think it highly desirable.

16,443. In what way would you propose that inspections should be given?—I have given some attention to the matter lately, and I think on the whole I would rather see an inspector appointed by the universities. I have some fear that if a Government inspector, a permanent officer, were appointed that the natural tendency of his inspection might be to produce a dead level of uniformity amongst schools. Of course the favourable opinion of the Government inspector would be a very valuable thing to the master of a private school, it would be of the nature of an advertisement with a Government stamp, and I fear that

if it was known that the good opinion of the inspector might be secured by a certain course of teaching, and that it would inevitably be lost by a different course, he would practically be the head master of all the private schools within his district of the country. That I think undesirable; but I am sure that if an inspector could be appointed by the universities, especially if he were changed from year to year, or if he only held office for a limited term, that his inspection would be most valuable. I receive many boys from other schools, and though of course there are among them some who have been well taught, I must say that my opinion is very unfavourable of the teaching of small preparatory schools. I believe that not only would the tendency of the inspection be to raise the level of schools, but that it would give important assistance to parents in, what is often a very difficult matter, the choice of a school.

16,444. You have said that you thought the teaching of these small preparatory schools very indifferent. Do you believe that there is often a bad system of discipline and a low tone of morals in these schools? —Yes, I think there is, and that often not from any wilful fault on the part of the master, but simply from ignorance. I have no doubt that you are aware, as indeed it seems to be assumed now in England, that any clergyman, or the widow or daughters of a deceased clergyman, are necessarily fitted for carrying on a school for little boys; it is the natural thing which is suggested at once if they wish to augment their income. Many of them I have no doubt take the greatest personal care of the boys and mean to do their duty by them, but they are unqualified to teach. I believe that to such people an inspector would be very valuable, as often putting them on the right road, and showing them what they should do, and what avoid.

16,445. Do you mean that the system of punishment in some of those schools is very objectionable?—I am not of opinion that there is much distinct hardship in the form of punishment. The faults of private schools are rather faults of inefficient teaching and unwise rather than cruel management. A really able boy will often come to me who has been taught exclusively by rote, and I think nobody but a schoolmaster knows either the extent to which that system is carried or the very fatal effect which it has on the minds of children. I have at present in my school an extremely clever boy who has been with me now for two years, and he is only just getting out of the effects of such a system of teaching. I once asked him the amount of grammar which he had been expected to learn. He had had to say at times by heart as many as 40 Latin rules for a single lesson by rote, and I am sure I am not exaggerating when I say that he did not know the meaning of any one of the very simplest.

16,446. Do you think an intelligent inspector would be able in a short time to ascertain how far this defect prevailed in a school?—Unquestionably, it is patent. Besides my work as a schoolmaster I have sat as examiner for three years at Eton for the open scholarship, and we have very frequently noticed there the effect of such teaching upon boys. I have known a little boy write out a proposition from the third book of Euclid almost word for word, but make in the middle of the proposition some mistake, which showed that he had not in the smallest degree realized the meaning of any part of what he was doing. He had been taught to say it, but not to know it.

16,447. Would you propose to make this system of inspection obligatory upon all schools, or would you merely render it permissive, leaving it for them to adopt it as they might find it to their own interests?—Voluntary; I have no doubt that it would be the interest of

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everybody to adopt it. I should therefore think it unnecessary to make it obligatory. There are many points in which the inspector's report would be very valuable indeed to all parties concerned. A great deal of moral harm is often caused in schools by imperfect arrangements; for instance, by want of proper supervision in play hours, boys are sometimes left to themselves in a playground where there is no variety and no opportunity of amusement for boys of different tastes. When boys are turned into a square yard with a wall round it, it is almost inevitable that three or four boys to whom a particular game is not acceptable should get off into a corner by themselves, and it is just among those idle boys who have no proper occupation out of school hours that harm arises.

16,448. You would extend the powers of the inspectors beyond the mere teaching to other circumstances which might be advantageous or prejudicial to the school?—In respect to some matters certainly; for instance, to the domestic arrangements of the house. I hesitate to express a positive opinion on this point, because I differ from many other schoolmasters. Parents and masters often think that to shut up two or three boys in a bedroom together is the very best arrangement that could be made. In my opinion it is the very worst, it is the very last thing that I would do, and I am perhaps rather assuming that the inspector would be of my way of thinking.

16,449. You put them into large dormitories?—I put them into large dormitories, which are divided so that there is for each boy a certain amount of privacy, and at the same time the room is so open that no noise is possible without detection.

16,450. (*Mr. Acland.*) Do you think a good bolstering match at night a bad thing?—That is rather a difficult question to answer. I do not consider the bolstering in itself wrong, but the amount of harm which might go on under cover of the noise produced by a bolstering match I consider serious. My reason for this opinion is that amongst 100 boys there must be some with a knowledge of evil, of course the time when they are removed from the supervision of the master is the time when such harm might spread, not only indecency but bullying, and the bullying which takes place out of doors and in an open playground is very different from that which may long remain undiscovered in a confined room; the latter is of a different and very much graver character. To prevent these dangers I insist on silence in the bedrooms.

16,451. Have you any suggestions to offer as to the best arrangements with respect to the habit of private prayer?—That is one object which my rule serves. The boys are allowed to talk in getting up but not to make a row. They must not pass from partition to partition, but they may converse. In the evening I insist on strict silence; my intention is that boys should have the opportunity of continuing the home habit of prayers, and practically I believe this to be the result; I do not think that there is a boy in the school who has not retained the habit.

16,452. (*Lord Lyttelton.*) With regard to the proportion and number of teachers to pupils—what is your opinion?—My opinion is that very commonly in private schools the proportion of teachers to pupils is far too small. The rector of a country parish who takes 12 pupils is rarely able to limit the age of those pupils. In very many cases his 12 boys are of different ages, from 17 or 18 down to 9 or 10. It is then almost impossible that all should receive equal attention. In a school a man ought only to be required to teach pupils who are doing the same work or nearly the same work, and then only a moderate number of boys.

16,453. In a school of your own size, say 120 boys, nearly homogeneous as to the class from which they come, and who remain till

about 17, and if the general character of their instruction is about the same, what proportion of teachers would you have to that number? —Much depends on age. The proportion of teachers should be different in schools where the age of the boys is above 14 and in schools where boys are younger. For schools where the pupils are below 14 a greater proportion of teachers would be required. I am very often in the habit of saying to parents who consult me about the age at which their boys should go to a public school, that it is very much better boys should not leave me until they are able to listen to a lecture; not that the system of the public schools excludes all private teaching, as, for instance, in the correction of exercises, but because the greater part of their teaching is lecture teaching, for which a little boy is hardly fit; he requires more personal help.

16,454. What are the ages of the boys who come to you?—We take nobody below 8, from 8 to 14.

16,455. In your school you think the proportion of teachers to pupils should be rather higher than in a school where the age was higher? —Certainly; it would not be necessary in a school where boys were older to have so many teachers in proportion to the number of boys.

16,456. In a school like yours would it be about one master to 12 pupils?—That would be rather a high proportion. We have nine classical masters for 110 boys, perhaps rather more than are requisite, but not one more than may be usefully employed.

16,457. Can you tell us what you would suggest as to the amount and character of the school work for pupils of the higher portion of the middle class?—That the school work should be as much as possible directed to the development of thought, and should not be a system of rote teaching; that seems to me to be the very commonest fault in private schools, and to be at the same time one of the very worst. In teaching such boys grammar they should not be compelled to commit to memory long lists of exceptions, but should rather learn the general principles upon which all language is constructed. The boys' attention should be directed to the framing of the language and not to an arbitrary knowledge of hard words.

16,458. (*Mr. Acland.*) Are you quite sure that for little boys that is practicable?—I think it perfectly practicable with boys of 9 or 10.

16,459. Admitting it to be practicable to give that means of instruction, do you not think there is some risk of inaccuracy if the committing of details to memory is neglected early in life?—Yes, there is some chance of inaccuracy. Inaccuracy of details seems to me far less important than inaccuracy of principle. I prefer to teach the detail later, and I would rather teach it to a boy by an example than by a list of rules; for instance, if I have to call a boy's attention to the quantity of a word which is peculiar and unusual, I should teach him a quotation which contained that word. If I had to point out to him a peculiar idiom, I should give a Latin phrase and make him learn by heart the phrase which contained the idiom, rather than a list of words which were liable to a peculiar use.

16,460. If I understand your answer, it rather points to the necessity of a considerable reform in the existing grammars?—I think such a reform much needed.

16,461. (*Dr. Temple.*) Have you at all considered how you would have this inspection which you advise paid for?—In many cases the masters of private schools would be perfectly willing to meet the expense. My own school is examined every year, and of the various examiners whom I have employed there was but one who was even an acquaintance of mine. I have generally applied to some friend at the

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university to send me a good man, who has come down and examined. Recently I have adopted the experiment of printing his report and forwarding it at the end of the school term to the parents.

16,462. What do you pay him?—Generally 10 guineas.

16,463. Do you think you could get a very large number of private schools willing to pay 10 guineas for the visit of an inspector?—I doubt whether there would be very many willing to pay it at first, but I believe that when the value of the inspection was generally recognized that sum would be readily paid.

16,464. What do you think would induce them to pay it?—The fact of the examiner's approval of the school would be valuable to them, and there would of course be a considerable difference of position. At least I take it for granted that there would be such a difference of position between the schools which were open to inspection and those which were not.

16,465. (*Lord Taunton.*) Do you think it would be of importance to give this examination its due value that the examiners should be obviously completely independent of the schoolmaster, and not in any way appointed or suggested by him?—Completely independent of the schoolmaster.

16,466. (*Dr. Temple.*) Is that quite consistent with the schoolmaster paying him?—Yes, I think so; the fee might be paid to the university.

16,467. (*Lord Taunton.*) Do you think it would be desirable to establish any system of certificates as applied to schoolmasters either voluntary or compulsory?—I should think it would where men have not a university degree.

16,468. You think that should be a certificate in itself?—I think it ought to be. Certainly a high degree is a better test of ability than such a certificate could be.

16,469. Perhaps you have not considered that point very much?—I have not.

16,470. (*Mr. Acland.*) Do not some of your former answers point to this conclusion, that university men are very often extremely deficient in the art of teaching?—Yes, but few private schoolmasters have taken high degrees. I do not see that any examination which could be devised as preliminary to giving a certificate could really test the teaching power of a man; it is only his practice in school that can prove that. An intelligent inspector would soon test his powers.

16,471. Do you not think that there is a good deal of accumulated knowledge, which we may almost call science, now in the art of economising the time and calling out the faculties of little boys of various grades with which a man might be expected to make himself acquainted before he took the position of a schoolmaster, looking, for instance, at all that has been gained from the foundation of a considerable number of training schools, and the reports of a body of very intelligent inspectors on the methods of those schools?—Might not the answers to such questions as can be asked on these subjects be very easily crammed?

16,472. (*Lord Lyttelton.*) Has it occurred to you that there is any general measure which we could suggest for the improvement of the teaching power of schoolmasters of private schools?—That is precisely the result which I should anticipate from the labours of the inspector; he would be able to see what the effects of each man's teaching were, and if he were able at the end of his examination to say "These boys have been well taught," that would be an immense gain to the schoolmaster, and a very proper return for his work.

16,473. (*Mr. Acland.*) Do you think it at all desirable, supposing certificates of that kind were established, to require that a person should have resided a certain number of months in contact with a well established training school, as young men training for the staff in the army are required to spend a certain number of months with each branch of the service, or do you think that would tend to narrow it?—I am afraid it would. I think the difficulties are already considerable which tend to prevent good men from entering the profession, and I should be afraid that any such regulation would throw a further obstacle in the way. I suspect that now most good schoolmasters, or at all events very many good schoolmasters, begin almost by accident. You appear to contemplate one examination of the schoolmaster followed by the grant of a certificate, while I contemplate a constantly recurring examination of his work by the inspector.

16,474. Of course you have several assistant teachers in so large a school?—We are altogether 13.

16,475. Are they all university men, or have you had any experience of certificated or trained masters?—No; at the present moment all my classical or mathematical teachers are members of one or other university; but I have had men who were not members of any university, and unquestionably the very best classical teacher I ever had in the school had no university degree.

16,476. Have you ever come in contact with the trained and certificated masters?—No, I have never had direct experience of them. I once made an application, thinking that at the lower part of the school it would be desirable to introduce such a master. In consequence of my application several were presented to me, but I found them so unfit in manners to deal with boys of the class who compose my school that I was obliged to give up the idea. I had the same notion that it would be better to take a man who had been taught how to teach, and that I should get better work from him; but I found the other difficulties insurmountable.

16,477. On the whole you would be disposed to trust for the improvement of teachers to the improvement of the general intelligence on the subject?—Yes; if schools were made better, the social position of the master would be raised, and better men would enter the profession.

16,478. Do you think it important with reference to the middle class, who are more particularly referred to the Commission, that Latin should form an element in all cases of their education?—Yes, I certainly do think it important. I find Latin almost the most valuable means of teaching in my hands at present.

16,479. Do you think that the amount of Latin which you can teach to a boy who is going behind the counter at 14 should be taught to him in precisely the same way as you would yourself teach Latin to the boys of the same age preparing for public schools, or if you think there is a difference will you explain what difference?—If the principles of the language are taught, I believe the system should be the same for both.

16,480. That answer I think proceeds on the supposition referred to in a former answer, that it is not necessary to cram little boys with all the minor facts of the accidence of the grammar, but rather to train them in principles?—Decidedly. (*See* Appendix.)

16,481. Do you think it important that Latin should be so taught in connexion with English grammar?—Yes, decidedly.

16,482. Could you mention any English grammars which at all come up to your idea of the proper mode of teaching English in connexion

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with Latin ?—No. I at first read a number of small English grammars with that object, and I found that those which were easy were deficient, and those which were good at all were too difficult for the comprehension of the boys.

16,483. (*Mr. Baines.*) Each boy in your dormitories has a separate bed ?—Yes.

16,484. Are those boys all divided from each other ?—Yes. It will sometimes happen, as, for instance, in a corner of the room, that two boys' beds are visible from each other. When this is the case the beds are generally given to brothers.

16,485. You mentioned certificates given by inspectors. Would you recommend that they should be published in any way, or simply that they should be left in the hands of the master to make any use of he pleased ?—I contemplated the publication of the inspector's report.

16,486. (*Lord Taunton.*) Have you at all turned your attention to the present state of the education of girls of the middle classes of this country ?—I cannot help observing that it has some of the same defects which I have noticed in the education of boys, that is to say, that they are taught by rote rather than by thought, that the teaching is made the practice of memory rather than the practice of intellectual power.

16,487. Do you believe their education to be very superficial generally ?—Yes, I certainly do.

16,488. Even more so than that of boys in the same class of life probably ?—Yes, more so.

16,489. In what way in your own neighbourhood do girls of the middle classes receive their education. Do they go to boarding schools, or day schools, or what ?—I believe generally to boarding schools. I know that there are many such in the neighbourhood, but really that is a subject on which my opinion is of little value, and which does not come directly before me.

16,490. Are there any other points on which you would like to favour the Commissioners with any observations ?—It has struck me that some system of examination of schools by Government is the necessary complement of a subsequent system of competitive examination for Government appointments. At all events I see very plainly the evils which arise from the absence of any such inspection. Parents send boys whom they intend afterwards to compete for India or for one of the various services which are now thrown open to competition to schools where they are extremely ill taught or indifferently taught up to the age of 16. Then the boys have to be sent to a special examiner to be prepared for some particular examination. As this process of special examining is most injurious, I am very anxious that something should be done to secure more effectual teaching at an earlier age, and therefore to render cramming unnecessary when a boy has reached the age of 16 or 17. The State would be much better served if it examined the masters and schools, as well as the pupils. There is another point in which the inspector would be of great use to schoolmasters. I have before mentioned that in my opinion there are great disadvantages in the profession, which tend rather to keep good men out of it, and I think one of those great disadvantages is that the master of a private school, at all events at the commencement of his career, is to a very great extent at the mercy of the hasty judgment or caprice of parents. The weight which would be given to any good school by the opinion of the inspector would be very valuable in strengthening the master's hands. He may very often quarrel with a parent on a point where he is right and the parent wrong ; under such circumstances it would be very

valuable to him that the inspector should be able to express his opinion upon the subject.

16,491. (*Lord Taunton.*) Are there any modes which occur to you as practicable and desirable to raise generally the status of schoolmasters as a profession?—One reason which prevents good men from undertaking the work is the poor character of the pay in the lower branches of the profession. When a man first enters a school he can expect to receive but a very small salary, and few able men like to begin on those terms. If it were in the inspector's power to note that in such and such a school he found an efficient staff of well-educated men fit for their places, and evidently gentlemen, that again would be a valuable and useful thing to a school, and by making it worth the head master's while to secure efficient helps would tend to increase the salaries paid to assistant masters; but if really able men are to devote their lives to a laborious profession, they must be paid in social consideration as well as in money.

16,492. Do you believe that the Church establishment has a considerable effect in giving a supply of highly educated men for schoolmasters which otherwise would not be the case?—I am afraid that I think the supply of highly educated men for schoolmasters small.

16,493. Do you believe that it would be of any use to throw open the masterships of grammar schools to laymen as well as to clergymen in most cases?—That is certainly my opinion, but I am a layman.

16,494. (*Lord Lyttelton.*) You would have the inspectors appointed by the universities?—I should prefer that, simply because it seems to me that a permanent officer would be likely to exercise an overpowering influence on the mode of teaching. It is almost impossible that any one should be appointed to the office unless he were a man who had taken an interest in educational matters; such men frequently have a strong hobby of their own; that hobby might be enforced on the whole neighbourhood which they inspected.

16,495. When you speak of the universities, do you mean Oxford and Cambridge?—I should have no objection at all to see the London University added.

16,496. (*Mr. Acland.*) If this became a general system, how would you secure freedom and change enough in the selection of the examiners? Would not such an arrangement tend to the appointment of permanent officers devoting themselves to this work of inspection?—No; if that were the case, my object in suggesting that the appointment should be with the universities rather than with the Government would be defeated. I contemplate that a man should hold the office for a year or for a short term of years. I should say it would be better that he should hold it for a year than for a term of two or three years, because it would be easier for the university to secure the services of good men for a short appointment than for a long, since the acceptance of such employment might hinder the commencement of a professional career.

16,497. Should you look then to young men being appointed who had not already commenced their career in professions?—To the younger Fellows of Colleges.

16,498. Do you think they would have sufficient experience of children, not being themselves parents, or not having had much experience beyond that which they have picked up as boys in school, or, to put it in a more familiar way, do you not think that almost all persons dealing with education have need to sow their wild oats before becoming judges in that way?—I am disposed to think that a man who remembers his own school days clearly is likely to be a better inspector than a man who has forgotten them.

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16,499. Do I understand that in point of fact you think that freshness of mind is more important than experience in this question? —That, I think, is hardly a fair way of putting the question. Recent experience of boys is more valuable than experience which dates from many years previously, when a man has formed fresh habits, has forgotten the customs of his school and the thoughts of his childhood.

APPENDIX.

The witness subsequently appended the following remarks :—

There should not, in my opinion, be one way of teaching Latin to those boys who will eventually pursue the study of the language, and another way of teaching it to those who will only learn it for a time.

The objects of classical studies are threefold: the knowledge of grammatical principles, the practice of the intellectual faculties, and the acquisition of a valuable literature. The two first objects are common to both classes of students, and as the two first necessarily precede the third, the same course of study is equally suitable for all. All will then be on the right road, though they may purpose to travel on it for different distances.

Of the value of Latin literature I need say nothing. Its importance is admitted, and the real question is not whether its attainment is a worthy object of exertion, but whether the student can devote to it the necessary time. It is not, however, necessary that a man should be a thorough Latin scholar before he can derive benefit from a classical education; if the language is properly taught much may be learnt on the road.

The general principles of grammar can be better acquired from the analysis and construction of a dead than of a living language, as it is easier for the student to understand the anatomy of a dead than of a living body. He is not misled by the familiarity which in the study of a living language often leads him to suppose that he understands an expression because he has frequently heard and used it; the rules are fixed and no longer liable to change; he seeks the reason for a phrase rather than the method of using a phrase, and learns by comprehension rather than by memory.

As an intellectual exercise I know nothing to equal the effect of composition in a foreign language; and here also I give precedence to the ancient over the modern, because the greater number and precision of their grammatical forms render it essential that the student who purposes to use them as means of expression should think with more minute accuracy than he habitually does in his own language. We frequently find men able to speak and write ordinary English with tolerable correctness who are quite unable to express their meaning for any time continuously in words or writing, not only because they forget at the moment the names of their ideas, but because they do not really understand the correlation of those ideas. This is an important defect, and one which the study of grammatical forms and of the construction of sentences in an ancient tongue tends to correct. There is an apparent but no real absurdity in teaching boys to write Latin prose and verse which they will never afterwards practise. No master understands these subjects and teaches them well without perceiving their beneficial effect on the minds of his pupils in producing accuracy of thought and elegance of expression.

Much of the present discredit of classical studies in the popular mind

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is due to the incompetence of teachers. If the master does not thoroughly understand that which he professes to teach, his work will be superficial and inaccurate. The pupil will not gain that which the master has not to give. When the pupils of a school think clumsily and inaccurately, and throw their school books aside with delight, the master is in fault. I protest against the popular condemnation of classical studies formed on observation of the results of bad or superficial teaching. If men cannot be found to do the work well, let us teach modern languages instead of ancient, but then let us honestly confess that we are resigning an unattainable good, and not pretend that we are substituting a higher knowledge for an inferior.

Perhaps my meaning will be more intelligible if I explain what I understand by bad and what by good teaching.

It is bad teaching to cram a boy's head with exceptions before he learns thoroughly the main rules; to draw his attention to the blemishes of the language instead of its form; to make him learn "*as in præsenti*" and "*propria quæ maribus*" by heart before he understands what a verb and what a noun is. It is bad teaching to force him to acquire by rote a number of rules from the syntax for the use of a particular case or particular word without explaining to him the original signification of that case or mood, and without showing him how the secondary significations are connected, and how they differ. It is bad teaching to make a child read books of condensed thought when his mind is incapable of receiving the author's ideas, even if they were expressed in his own tongue, and when his knowledge of the language is so small that every expression presents a fresh difficulty. It is useless, and therefore bad teaching, to set a boy Latin composition unless the master has the time and will take the trouble to explain to the pupil what his faults are, and why they are faults. I speak of faults of thought and expression as much as of faults of grammar.

Some apology would be needed for the statement of such self-evident propositions if the bad teaching which I have described were not fatally common, and in a certain class of schools almost universal.

A good teacher will select for his pupils such lessons as lie within their power of comprehension as well as within their power of memory; by familiar illustrations he will seek to make the thought as intelligible as the words. He will point out at every step that the same idea may in different languages be varied in expression while remaining substantially the same; he will show what important changes of meaning a slight grammatical alteration may produce. He will teach boys to understand their own thoughts and words before they attempt to transfer them from English to a foreign language; to separate in every complex sentence the leading from the subsidiary ideas, and to use inflection as the external sign of a mental change. He will strive to fix on his pupil's memory principles rather than arbitrary rules, laws rather than exceptions. Boys will learn from him that grammar is not an art to be acquired empirically, but a science founded on the natural fitness of expression to idea, the main laws of which are few and clear. In composition they will learn to busy themselves first with thoughts, and secondarily with the imitative skill which enables a scholar to clothe modern ideas in ancient dress.

Such teaching as this is to be found at the universities and in the pupil rooms of some public schoolmasters, but it is certainly not common at private or middle-class schools.

If the teachers of boys who can only give a limited time to classical study can be brought by any influence to adopt this principle, their

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pupils will acquire a knowledge of general grammar which will render the ordinary difficulties of English grammar trifling, while it will afford an easy stepping-stone to the mastery of any foreign tongue; at the same time they will have learnt to think clearly and to select carefully the words in which they intend to express their thoughts, while if they should at any time choose to pursue the subject further they will have nothing to unlearn, and may start afresh from the point at which they had previously stopped.

If those who are engaged in preparing children for the public schools would do the same we should not have boys of 15 ignorant of all grammar, and to whom the sense of an easy Latin author is only attainable by means of a translation.

Rev. J. Griffith.

The Rev. JOHN GRIFFITH called in and examined.

16,500. (*Lord Taunton.*) I believe you are the rector of Merthyr Tydvil?—I am.

16,501. How long have you occupied that situation?—Seven years.

16,502. Were you previously well acquainted with that part of the country?—Yes; I had resided in the neighbouring parish of Aberdare, which is nearly as large, 13 years.

16,503. And it is of the same character and population, a mining and manufacturing population?—Yes.

16,504. I believe you were educated in two Welsh grammar schools, Swansea and Ystradmeurig?—Yes.

16,505. I believe there are a good many endowed grammar schools in that part of Wales?—Yes; in all Wales there are about 34 foundation schools, founded 100, 200, and 300 years ago.

16,506. Are there a good many within a certain distance of Merthyr Tydvil and that part of Wales?—Cowbridge and Brecon and Swansea are all within an hour's distance, or an hour and a half.

16,507. What is your opinion as to the general state of these endowed schools; do they afford such opportunities of education to the neighbouring district as they ought to do?—Some of them do, but very few, comparatively speaking, of the number that there are in Wales. Brecon is a good school, so is Cowbridge, and so is Swansea.

16,508. (*Lord Lyttelton.*) Some of them have greatly improved of late years?—Swansea has always been a good school.

16,509. Cowbridge?—For the last 20 years that has been a very good school, but before that it was a good school; it turned out some very good scholars. The principal of Jesus College, Oxford, is one.

16,510. (*Lord Taunton.*) Are the endowments considerable at these schools?—At Brecon it is very considerable, and at Swansea, and Cowbridge also; but Cowbridge has over the last 20 years been entirely taken up by Jesus College, Oxford. I do not know exactly what their endowments are.

16,511. Do you think there has been of late years an increased disposition to look into these schools, and an endeavour to make them really available for the purposes for which they are designed?—Yes, undoubtedly.

16,512. What is the social condition of the pupils who receive their education at these schools?—At one time, at Swansea for instance, about 20 or 30 years ago, a different class of boys went there to what go there now; nearly all the sons of the country gentry were educated there. I may mention the instance of one who has been educated entirely there, Mr. Bruce, the present vice-president of the Privy

Council. The class that go there now is not that upper class, but the middle class generally speaking. They are the sons of clergymen and professional men, and the upper tradespeople.

16,513. What is the general cost of education at one of these schools?—About 40*l.* or 50*l.* a year.

16,514. For a boarder?—Yes.

16,515. Do they receive day scholars as well as boarders?—Yes.

16,516. What is the cost for a day scholar?—That I cannot tell you exactly, but I should say very small, perhaps two or three guineas a quarter.

16,517. What is the nature of the education they give; is it what is called a complete classical education, or is it an education suitable to boys who must early in life put themselves in the way of earning money, and of shifting for themselves?—At those schools to which you have called my attention, it is principally classical and also mathematical; and some of the pupils have turned out very well, especially from Cowbridge.

16,518. Do you think the instruction there is adapted to the wants of a commercial community generally?—Perhaps not at Swansea, Brecon, or Cowbridge; they are more classical than commercial.

16,519. Do they endeavour to unite with the classical education there given such branches of education as are specially useful to the mercantile classes?—Yes; but the predilection of the master never follows that course. He is generally a graduate of either Oxford or Cambridge, and he gives a preference to classical education.

16,520. In your opinion would it be impossible to unite the two, to blend the two systems of instruction, so that they might retain all the advantages of a classical school, and at the same time afford facilities for boys who could not remain there very long to acquire a useful education?—Yes, I should think so; they might unite the two very easily, and it would be especially of great use to a parish like mine, for instance, with 60,000 people at Merthyr, and 40,000 at Aberdare, and 40,000 at Cardiff,—so near Brecon, or Cowbridge, or Swansea. What a great thing it would be for my leading parishioners whose children are generally brought up in a commercial way, to send their children there, instead of sending them, as they do, to Clifton and Bristol, and similar adventure schools in England of not so good a character.

16,521. Do you believe that these classes would object to their children going to a school where they received the elements of a good classical education, and at the same time had the opportunities of cultivating those branches of knowledge which were more immediately useful to them in their course of life?—I do not think they would.

16,522. Is it your individual opinion that some knowledge of Latin and a good knowledge of mathematics would be useful to a lad, whether he was or was not intended for one of the learned professions, or for some commercial line?—Undoubtedly it would. There is a greater disposition among that class of people now than there was 10 or 15 years ago to believe that a little Latin and a little Greek is of use to their children.

16,523. You believe there would be no difficulty in blending the two systems together?—I think no difficulty whatever.

16,524-5. With regard to classes of pupils, do you think it would be advantageous or otherwise that boys of a somewhat different class of life should mix together at these schools?—I think it would be advantageous, and I think Wales is particularly adapted for that, if you could bring these grammar schools out; they have been very much neglected, and no doubt the foundations very much abused.

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16,526. (*Lord Lyttelton.*) When you say you are in favour of that mixture of classes, is it not the case in Wales, to a great extent, that they are mixed together?—Yes.

16,527. The farmers' boys go to the national schools?—Yes, the farmers' boys and the labourers' boys all go to the same school; but at the same time the farmers are particularly anxious, if they have a better school, to send their children there.

16,528. You mean that the farmers are not satisfied with the system of sending them to these places?—I do not know; but the inclination everywhere in Wales, especially amongst farmers and people of little intelligence, is to send their boys upwards, if they can.

16,529. (*Dr. Storrar.*) Not an objection to their children being educated with labourers' children?—Not in the least. For example, the Church in Wales is supported entirely from the class of farmers and middle-class people. Very few of the gentry send their sons to the Church unless they have a family interest to do so. It is a very common thing for leading Dissenters, such as elders and deacons, to make their sons clergymen.

16,530. (*Lord Lyttelton.*) You mean that the farmers do not object to the mixture of classes, but they rather aim at a higher education for their children than can be got in these schools?—Yes; and the object of a Welsh farmer is very often to bring up his children to the Church, especially in Cardiganshire and Carmarthenshire, where the best grammar schools are.

16,531. There is a great mixture of religious sects in Wales—a great many Dissenters?—Yes, in South Wales there is, but not in North Wales so much; for in North Wales they are nearly all of one sect, what we call Welsh Methodists.

16,532. Dissent preponderates rather above the Church in South Wales?—Yes, very much; and in North Wales as well.

16,533. Do you find the religious difference interposes any serious obstacle to this joint education of all classes in your schools?—You are asking me a question that takes me down lower a little—to the lower stratum of the people, so to say. Practically, there is no difficulty if we had only to deal with the people, but then the people have leaders. Those men of course lead them away, and are continually rising in antagonism to us in the Church. Practically, we have no difficulty whatever in national schools with regard to teaching the children of the people the catechism, and so on.

16,534. In your Church schools, how do you manage it?—I have always adopted what is called the "conscience clause" many years before the conscience clause was ever heard of, and I think it is only a matter of justice and fairness to Wales that we should do so, because, though some differ from me, I say that about eight-tenths of the people are Dissenters; but then others say that there is a little more than that. I think it is only fair when so many people are of a different belief that they should have the benefit of the conscience clause, and I adopted it from the first; but still, though it was well known that I did adopt it, and when I was in Aberdare I let people know that anybody who chose to object to the catechism might do so, for 20 years I have never had an objection.

16,535. How is that done in these endowed grammar schools; they are Church of England schools essentially?—Yes, they are, all of them.

16,536. Do Dissenters frequent them?—There used to be very little religion taught in these schools; it was generally Latin and Greek.

16,537. There is nothing in the teaching of these grammar schools that drives away Dissenters ?—Nothing whatever.

16,538. Your practice was not to teach the Church formularies to the children whose parents objected ?—Yes.

16,539. But you did not offer any other relaxation ; you did not teach the Scriptures differently to one class of children to what you did to another ?—No, not at all.

16,540. (*Mr. Acland.*) Had you any written document amounting to a conscience clause, which was printed or written, so that the parents could see it ?—None whatever ; merely an understanding that if they chose to object to the Church catechism, well and good, let it be so.

16,541. Then, in fact, it was not a conscience clause, but a private and voluntary understanding on your part, which it was in your own power to withdraw at any moment ?—Yes.

16,542. Is it your opinion that if the principles of the conscience clause be laid down in a document giving a legal right to Dissenters to object that they would still not object to the general control of the religious education being in the hands of churchmen ?—My own belief is that they would not, practically.

16,543. In giving that answer you are not afraid of the leaders of whom you spoke using that as a leverage to upset the general control of the education in the hands of the religious body which conducts the school ?—Not in the least, for I can prove that to you practically. About four or five years ago we had a great agitation in Wales owing to certain letters published by Mr. Bowstead and a charge of the Bishop of St. David's. The whole of the country was agitated from one end to the other, and the people were made to understand what the question of a conscience clause was, far more so, perhaps, than you will ever succeed in that way again ; still we went on, and we never had an objection. There was a man in my parish, a dissenting minister, who appeared at one of these meetings which were collected together in order to make an agitation against the charge of the Bishop of St. David's. He spoke very strongly against the charge, but in a month afterwards he sent his children to my school without ever making a single objection as to whether they should learn the catechism or not.

16,544. (*Mr. Barnes.*) Are you speaking now of the national schools or of the grammar schools ?—The national schools ; the question was directed to national schools.

16,545. It is the national school of which you are speaking with regard to the conscience clause ?—Yes.

16,546. (*Mr. Acland.*) My question was this : with reference to the particular class of schools referred to this Commission, do you think that the basis of the Endowed Schools Act will so work as to give every liberty to Dissenters which they may desire, and yet to enable the Church managers of the school to conduct the school religiously ?—I do.

16,547. (*Mr. Baines.*) Is the Church catechism generally taught in the grammar schools ?—Not in my time, I never had it taught ; either at Swansea or elsewhere, except occasionally on Sundays.

16,548. (*Lord Lyttelton.*) Are not the masters of these old endowed schools generally clergymen ?—To a great extent they are ; but still some of these endowed schools have now become merely parochial or national schools, and nothing else.

16,549. Many of them are boarding schools ?—Yes ; several of them are boarding schools.

16,550. Can you account for the clergy at the head of these boarding schools hardly ever teaching the catechism ?—I cannot account for it.

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16,551. (*Mr. Baines.*) May it be the great preponderance of Dissenters among the community?—No, I do not think it ever entered into the question at all.

16,552. (*Dr. Storrar.*) Looking to the grammar schools in Wales generally, do you think that they are doing all the work that they might be capable of being made to do?—No, I do not.

16,553. In what respect do you think them deficient?—Take, for instance, the school that I was in for about 12 months, Ystradmeurig school which is one of the best as to foundation that we have. In my time it was in a very sad state indeed. I suppose it is in a better state now, but it is not yet what it ought to be, especially when we remember what the school had been formerly, because it was once a most efficient school; and in my opinion it is a great pity that ever Lampeter College was founded in order to supersede that school, as it was of far more advantage to the people and the Church than Lampeter College ever has been during the time it existed. The Church in Wales has had a great loss from the superseding of Ystradmeurig by St. David's College, Lampeter.

16,554. In what respect has that school deteriorated?—I suppose from the appointment of the master.

16,555. Is it a large endowment?—Yes, about 600*l.* or 700*l.* a year.

16,556. Do you mean 600*l.* or 700*l.* independent of any income which would be derived from actual work?—Yes, from lands; at least I merely guess that from the value of land in the neighbourhood now.

16,557. At any rate, the income would be sufficient to enable an incompetent man, or a man who was hardly disposed to act conscientiously with this place, to lead a comfortable life, and do nothing?—Yes.

16,558. The school plant, I suppose, is good? Are the buildings good?—No, it was very poor in my time; and I do not think it is very much better now. It is the same plant and the same building.

16,559. You give that as an illustration of the defective condition of a Welsh school, and you believe that there are some others which are equally defective?—Yes. I speak of what that school was in my time. I do not like to say anything of what it is now; but at the same time, from one thing and another, the local trustees are never good people to be trustees. I do not think the school is in that state of efficiency that it ought to be; for I had a nephew there last year, and his father took him away owing to his not being satisfied with the state of the school at present.

16,560. Do you know the number of boys in the school at present?—About 50.

16,561. Have you at all turned your attention to any mode by which the abuse of these foundations could be remedied?—I do not know how you would appoint trustees; but if we had inspections like what we have in our national schools at present I think it would be of great service.

16,562. And also an improved mode of appointing trustees?—Yes.

16,563. Would you contemplate taking the trustees from a wider area of the country?—Yes, I would, decidedly.

16,564. (*Lord Taunton.*) Do you know what the area is from which trustees are at present taken for this particular school?—I know that the Bishop of St. David's is a trustee *ex officio*, and four or five of the neighbouring gentry quite within the county. I also know that the person appointed is not a man that ought to have been appointed, because, though a good sort of man, yet still he was over or about 50 years of age when appointed, and had never been teaching nor doing anything in that way from the time he was ordained. That is not the sort of man I would

appoint. At the present moment, at least so my little nephew told me, he does not think himself competent to take the first class; at all events he does not take the first class, his assistant takes it.

16,565. (*Dr. Storrar.*) Then you would chiefly rely upon an improved mode of appointing trustees, and on an inspection?—Public inspection.

16,566. Would you say Government inspection?—I would; it would be more independent. I would rather have Government inspection.

16,567. (*Lord Taunton.*) You prefer that to the universities?—Yes, I think so, on the whole.

16,568. Why so?—I think it is more independent, and I prefer it for this reason, because there are two of our Welsh schools the visitors of which are from the university; and the bad way in which they managed them in former years is, I think, a precedent why we should not trust them any more.

16,569. (*Dr. Storrar.*) Should I be going too far if I were to presume that your opinion is, that if the school endowments of Wales were turned to the best account under judicious management, they would be adequate to supplying a thoroughly good education to the middle classes of the principality?—Yes, I am quite certain of it, because they form nuclei from their different foundations of good schools. If you take the aggregate sum of the foundations of North and South Wales, and of the 34 schools I mentioned, exclusive of Brecon—for I do not know the endowments of Brecon, because it has been so very much improved of late—it amounts to 5,000*l.* a year, which is a large sum of money to begin good schools with.

16,570. Is the education given in all these entirely an education for which a fee is charged, or is any proportion of the scholars educated for nothing?—A large number of them are educated for nothing. For instance, if we take the school I was at for a basis (Ystradmeurig), there are 33 boys to be there free, and if the parish of Ystradmeurig does not supply the 33 boys—and it cannot, because the parish is such a small parish, consisting only of two or three farms—then you are to take them from the neighbouring parishes.

16,571. Do you think that is a good plan?—I do in this respect—that it has brought into the world in prominent positions a great many men who otherwise could not have been brought forward.

16,572. Has it not somewhat of a tendency to make the population rely too much upon what is done for them in the education of their children?—I do not think so; for myself, what I should like to see our Welsh grammar schools done with would be something of this kind—where you are called upon to admit a certain number of poor boys from the parish or the district free, to make them prizes for the children of your national schools.

16,573. So that, in fact, you would have a certain number of foundations open to competition?—Yes.

16,574. Always assuming that their moral character was good?—Yes; for we often see very clever boys we are very sorry to part with in our national schools, and who, we know would be, if they had a chance, distinguished characters.

16,575. Have you found in Wales that any portion of the population have been inclined to rely entirely upon gratuitous education?—No.

16,576. And to attach no importance to their own responsibility?—No; they would rather pay than not.

16,577. (*Mr. Acland.*) You say there are 34 schools in Wales; have you considered whether it is desirable to maintain the whole of these schools where they are, or do you think it would be desirable to group the endowments with a view to get a smaller number of very

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superior schools, and some other schools of a lower class feeding the upper class?—I think it would be much better to group them.

16,578. Can you suggest to us any method by which these schools could be grouped, and any mode of administering the funds so grouped?—No, I really cannot at present; for this reason, that though this is a subject which 20 years ago I went into very much, I was summoned away so hastily.

16,579. Would you be disposed, on returning home, to put your views on this subject on paper, as it appears to be a subject upon which you have thought?—I should be very glad to do so. (*See* Appendix.)

16,580. A suggestion has been made to this Commission from a Welsh gentleman, who is a Dissenter, to the effect that, in his opinion, the tendency of endowments is to depress the market value of education without any corresponding advantage to the public; he thought it would be better that schools should be established by independent exertions, and should charge the fair market value of education, and that all the smaller endowments should be abolished as schools but converted into exhibitions open to competition in the district originally benefited by the endowment, and then that the successful candidate should take that exhibition to any school, public or private, that he pleased. What do you think of that plan?—I do not think I should agree with him without considering the question. A school depends on the man, after all; and it it is far better to secure something for the man, and therefore I would rather that the endowment should remain with the master than be distributed in exhibitions in that way. I think it would be more good to the country generally to leave the foundations as they are, practically.

16,581. Then you think it desirable to maintain all the existing endowments on the spots where they now are, only to subordinate them to some more general arrangement?—Yes.

16,582. You would not abolish any one of them?—No.

16,583. Should you be favourable to using a considerable portion of these endowments as exhibitions open to competition?—No doubt advantage might be derived from such a plan, but if you subdivide the endowments in this way they then become very small. I should like to start with a good endowment in every school.

16,584. What I understand to be the idea is this: supposing that you have an endowment of 200*l.* a year, that you might decide that the master should have a certain portion of that income as a fixed salary, so small that it would not be sufficient for him to lean upon it and become idle, but that the remainder of the income should be divided into sums of 8*l.*, 10*l.*, or 12*l.* each, and open to competition, the money so obtained being payable to the schoolmaster, but not payable to him if he did not attract scholars?—Yes; I should approve of that, certainly; that would be paying him by results as it were.

16,585. Would you be so good in any suggestions which you make on paper to draw up some particular details by which the application of endowments in the way for payment for results would be made to work?—Yes.

16,586. (*Dr. Storrar.*) You have turned your attention, I presume, also to the education of girls in Wales?—No; only our own girls in the parish schools, nothing else.

16,587. Where are the daughters of your well-to-do farmers educated?—Mostly, as a rule, in National or British and Foreign schools. Our farmers are not the same kind of farmers as in England; they are of a smaller class.

16,588. (*Lord Taunton.*) With the labourers' children?—Yes.

16,589. Is there any difficulty found in the two classes being educated together ?—None whatever.

16,590. You think it works perfectly well ?—Yes.

16,591. Do parents of a somewhat higher class than small farmers send their children to these national schools ?—Yes.

16,592. There is no difficulty at all found ?—None whatever. I have known shipowners, men who have been owners of a great number of ships in the port of Aberdovey, send their children.

16,593. In these national schools are there any means of education of a somewhat higher description provided for those children who are disposed to remain longer at school than the ordinary labourers' children who go to these national schools ?—Not generally; except in large towns like Merthyr, and Swansea, and Cardiff, and places of a similar character, where a great many of them are educated, not in national schools, but in adventure schools.

16,594. Is there any difference in the rate of payment ?—Yes; when we have them in our native schools. The Committee of Council forces it upon us, and we always make a difference.

16,595. But no difference in the quality of the instruction given ?—None whatever; they stand up in the same class, and are taught the same subjects.

16,596. There are no higher schools, as I understand you, at which children who desire to remain longer in school can receive a somewhat superior education?—No; except in the large towns already mentioned.

16,597. (*Dr. Storrar.*) There is a great desire for education generally among the Welsh, is there not ?—Yes; that is one reason why we get their children to our national schools so easily.

16,598. In fact, therefore, if good schools were provided you would not have in Wales to contend with the apathy which is sometimes complained of amongst the population of certain parts of England ?—Never.

16,599. (*Mr. Acland.*) Have you any school in your town at which the smaller tradesmen and upper mechanics can get a good education for about 10*s.* or 20*s.* a quarter ?—Yes.

16,600. Will you explain the nature of those schools and offer any suggestions upon that subject ?—Those schools are commercial schools, but then the smaller class of tradesmen and upper mechanics, are all in our national schools. For instance, a letter was addressed to me by the secretary of the National Society, about five or six months ago, with reference to schools established by Mr. Gregory, at Lambeth, with respect to children of upper mechanics; and my answer to that letter was this, that all those children went into our national schools.

16,601. Do you think it desirable, as a general question, that an effort should be made in consequence of the recommendations of this Commission to provide education at a rate not exceeding 4*l.* a year, on some public basis in our larger towns?—Yes; it might be done at Merthyr, but it works very well as a venture now. We consider that the schools we have are very good schools, and equal to the wants of the class you refer to.

16,602. You mean private schools ?—Yes.

16,603. Are you of opinion that it is better to leave the education of the lower middle class to the ordinary course of supply and demand, and to the exertions of private individuals resting on no public foundation? —No doubt foundation schools would be desirable; but where is the money to come from ?

16,604. Will you suggest what recommendations you think ought to

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be made in reference to the education of these persons who wish to go to something just above a national school?—For the reasons I have already stated, it would be difficult in a town like Merthyr to establish a school of that kind, if it were unsupported by voluntary contributions or public money, or something of that kind. But I do not think we ought to encourage such a plan among that class of the people who can very well afford to educate their own children.

16,605. Do you think it would be desirable to provide from public sources, either endowments or taxes, or local rates or any other source, good public schools open to those who wish to keep their children at school up to 14 or 15, and in something above a national school?—No; I do not, for one special reason. I want the Government to descend and not to go up; they do not go down low enough; they give no assistance whatever to our ragged schools.

16,606. (*Lord Taunton.*) Is there a disposition among the employers of labour in South Wales to assist in affording the means of education?—There is very largely, and they do very largely too.

16,607. (*Mr. Acland.*) My question was not whether Government ought to assist so much as whether adequate machinery on a public basis, as distinguished from mere private schools, exists in the country to the extent to which it reasonably ought to exist?—I do not think it does exist; and no doubt advantages would be derived from it if it did exist; but I should object to any public money being assigned in that way from any source whatever.

16,608. Therefore, you think it had better be left to the exertions of private persons raising foundations as the case may require?—Yes, I do, rather than from public funds. I object very much to aid that class from public funds; why should we when they are so well off? No men receive so much and contribute so little to the State on any public matter, as your "upper mechanic." Therefore, why should we assist him?

16,609. I understand you to say that in your our own district the deficiency for that class is not so very marked?—Not so very great.

16,610. (*Lord Taunton.*) Are there any other observations with which you wish to favour the Commission?—No, I think not.

Adjourned.

APPENDIX.

WELSH GRAMMAR SCHOOLS.

When I was examined before the Commissioners of Public Schools Inquiry, I was requested to consider, on my return home—

"Whether it would be desirable to maintain the grammar schools of Wales where they are, or would it be desirable to group the endowments with a view to get a smaller number of very superior schools, and some other schools of a lower class feeding the upper class;" and "to suggest any method by which these schools could be grouped, and any mode of administering the funds so grouped."

My opinion is that, with very few exceptions, the grammar schools should be suffered to remain where they are. There are in Wales altogether 34 grammar or foundation schools, where the object of the founder was originally to give to the scholars a superior, or what is called a liberal education. These schools are pretty equally divided between North and South Wales. There are 18 in North and 16 in South Wales. They have an aggregate income of at least 5,000*l.* annually. This is exclusive of Brecon, which ought to be, and, it is to be hoped, will be some day the richest foundation in the kingdom. Brecon is at

present a good school. What proportion of the foundation is paid the masters I do not know. Your Assistant Commissioner will be able to find this out. The tithes of the College of Brecon have been commuted at 7,213*l.* 10*s.* In addition to this there are lands attached to the deanery, and buildings as well as lands annexed to the prebends. The attention of the Commissioners is particularly called to Brecon. There is a foundation there, if properly administered, sufficient to educate all the middle class of South Wales. There has been a scheme lately formed in Chancery, and approved of by the Charity Commissioners, but whether it is in proportion to the richness of the foundation is worthy of inquiry, looking at the very little good comparatively the re-establishment of the school has been thus far to the neighbourhood.

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All these schools were originally intended to be grammar schools, and there can be little doubt that the primary intention of the founder was to raise poor children, who were apt to learn, to a higher position in life than that occupied by their parents. In several instances the founder had been a poor boy himself, and, knowing the value of education, thought he could not show his gratitude to God more significantly than by instituting, in his native parish, the means to afford other boys the same advantages. This is specially said by the Bishop of Bangor, who founded the grammar school at Bodwnog in 1616. Other instances might be adduced. Indeed, it is a great mistake to suppose that children intended to earn their bread by the sweat of their brow were to be admitted to these schools indiscriminately. We have only to consult the original charters to see that the founders meant no such thing. In many it is made a special stipulation that they are not to be admitted at all unless they can read and write properly. This clearly shows that the founder intended his school to be something more than a mere elementary school. Also, it is enacted in nearly every foundation that the master is to be a graduate of one of the universities; that the free scholars are to be removed, when they are fit, to an university, and that assistance shall be given them when they go there.

The founder, in several instances, seems conscious that, while he is conferring a great benefit on such "children of the poor as are apt to learn," he is adding also to the advantages of the children of those in his own sphere of life. He does not exclude them from his school, but he exacts a payment from them, or expects that one shall be exacted, varying according to their rank. Thus, in the school founded by Sir John Wynne, of Gwydir at Llanwrst, we learn from an old document still extant, and quoted by the Charity Commissioners of 1837, that the school fees on entrance and quarterly payments were thus settled:—

	Entrance.	Quarterly Payment.
	s. *d.*	*s.* *d.*
Every knight's son	2 6	2 0
Doctor's or squire's son	2 0	1 6
Gent. or minister's son, of 50*l.* per annum	1 0	0 9
Yeoman's son, of 20*l.* per annum, and rich tenants	0 9	0 6
They of the poorer sort	0 6	0 3
Poor indeed	gratis.	gratis

This seems to me to be the principle upon which all our grammar schools, both of England and Wales, are founded. A means somehow to raise the children of "the poor who are apt to learn" to a higher level. This was undoubtedly the case in all the schools founded by the reformers. Archbishop Cranmer, in the "Canterbury Statutes," enjoins particularly that "the poor "man's child, if apt to learn," should be admitted in preference to the gentleman's son. Rich and poor were to be educated together.

I lay great stress on this, as I wish the Commissioners particularly to bear it in mind when they come to deal with Welsh foundations; for several of these have now passed into nothing but mere elementary schools. A great injustice is thus done to a neighbourhood. The middle class are thus deprived of the advantage of having a good school at a moderate expense close at hand. The poor gain nothing by it, but, on the contrary, loose a great opportunity by

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which some of them would be educated *gratis* to a higher position in life. That the school is turned into a National school is a gain to no one but the rich. They are thus spared to raise from their own pockets what would otherwise inevitably follow everywhere in these days. It is to be hoped, therefore, that the Commissioners will look well into these foundations, and restore them to their ancient footing, whether a scheme with regard to them has been settled in Chancery or not. Apart from the great advantage they would be to the middle classes of Wales, I know of nothing that would act more as a stimulant to education generally than the re-establishment of those schools, with due regard to present times. For instance, every man who has been long in charge of an elementary school must have often witnessed with pain the departure to the mill, the furnace, or the mine, many a lad who had in him the elements of a senior wrangler or a first class man, if there were only the means to bring him out. As I stated in my evidence before the Commissioners, I would make these schools auxiliary *upwards* to our primary schools. Instead of appointing the foundationers arbitrarily, I would have them all elected, by open examination, from our elementary schools, showing no preference to National over British and Foreign schools. Thus they would become great prizes in their respective neighbourhoods, and, in course of time, from the great benefit they would confer on poor families by raising their children to a superior position, they could not fail to act, not only on the education simply, but on the morality generally of the country. And it is not too much to say, that if this plan were carried out, there are a sufficient number of grammar schools in Wales to supply every neighbourhood both in North and South Wales.

2. With regard to the grouping of these schools, we have only to consult a map of Wales, and it will be seen that they are already sufficiently well placed to answer all the purposes of grammar or middle-class schools. One or two might perhaps, with advantage, be grouped. We shall mention them as we go along.

Beginning in the North with Anglesea, we have Beaumaris, where there has been of late a good school, very much improved under the late master, Dr. Hill. It has the advantages of exhibitions at Oxford and Cambridge. Anglesea is a small county, but it is thickly populated about the Menai Straits. It has also the increasing town of Holyhead in it, with a population of about 8,000. There is no reason why Beaumaris should not at all times answer the purpose of a grammar school sufficient to supply all the wants of the middle class of the county.

On going over the Straits we come to Bangor, about four miles off. Here is a rich foundation, one which has in its time done good work, and it is to be hoped will continue to do so. Your Assistant Commissioner will be able to tell you better than I can the working of the new scheme, and what order the inquiry made by the Charity Commissioners some time ago enacted. The school itself is rich enough and sufficiently convenient to serve Bangor and Carnarvon, Conway and Llandudno, as a grammar school. All these places are now connected by railway. A boy living at Carnarvon or Conway might, without much difficulty, attend by rail daily as a day boarder.

In the south end of Carnarvonshire, and on the promontory forming the north-west boundary of Cardigan Bay, is the foundation of Bodwnog. The Bishop of Bangor in the year 1616 gave lands by his will for the maintenance of a free grammar school within the parish of Meyllteyrne, "where he was born "and christened, and to the glory of God and the good of that country "where he had his beginning, as the service of his faith, and fruit of profession "of his calling, as acknowledging that he had his preferment by *learning* and "the ministry."

It was made a rule by the founder that the master should be M.A. of Oxford and unmarried; and also, if it might be for the language, an Englishman. Two of the feoffees were to be always the Bishop of Bangor for the time being and the Dean of Bangor for the time being. 6*l.* a year were to be given out of the foundation to two poor scholars each, to maintain them at the university. What the character of the school is now your Assistant Commissioner will inform you. Suffice it to say, in order to show how the Bishop and Dean of Bangor fulfilled their trust, that when the Commissioners appointed to inquire into the state of education in Wales visited it in 1847, there was *only one boy* taught Latin; the school was practically on a level with a National school, and

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yet the master received 120*l.* a year, and the usher 40*l.* The land is let for about a little more than 200*l.* a year. It will soon become very valuable, as the Aberystwith and Welsh Coast Railway goes very near it, if not through it.

Not far from this, a few miles only, is Denio, including Pwllheli. This school was instituted in 1773 by William Vaughan, who charged certain estates, since come into the Mostyn family, with 40*l.* a year to maintain a grammar school for ever. Up to 1843 the Mostyn family paid the 40*l.* a year to the master of a school at Pwllheli, who taught *no classics*. When the Commissioners visited it in 1847, the buildings were dilapidated, the doors and windows of the school-room broken, and the slates falling from the roof, which was expected then soon to disappear altogether!

It would be well to group the foundation of Denio with Bodwnog; they are sufficiently near and convenient to the inhabitants of that part of the county to form one school. This is one of the most picturesque parts of Wales, though it has been hitherto least known. But the Aberystwith and Welsh Coast Railway running through it will make it very accessible. The beauty of its bays, commanding a southern aspect, is sure to give rise to several watering places, whose inhabitants will be glad to have a good grammar school at hand. Besides, it is worthy of note that the whole of this coast swarms, especially about Nevin, close to Bodwnog, with enterprising shipowners of vessels of 300 tons and under. They are in a position to give their children an education above that of National schools if facilities were offered them. The largest and richest Ship Assurance Club in Wales belongs and is due to the enterprise of the men at Nevin, much as it has been hitherto situated from the highway of the world. It deals with many thousands of pounds yearly in insurance. Its operations extend all along Cardigan Bay, down even to Milford. There is scarcely a vessel in North Wales that is not insured in the Nevin Club. If any people, therefore, require a middle-class school, and would be likely to be benefited by it, and to value it if they had it, assuredly they must be the people of Nevin. Yet within their reach has been a rich foundation, entirely diverted from the purposes of the founder.

Thus we see, as far as Anglesea and Carnarvon are concerned, foundations are not wanting, if properly managed, to supply both counties with good schools.

We will now proceed to Merionethshire, and begin with the county town Dolgelly. The income of this school is about 60*l.* The master must be M.A. of Oxford or Cambridge, and have no cure of souls. The rector of Dolgelly is, by will of one of the founders, rector of the school. He has the appointment of the master, and for a long time he has appointed his curate. The rector being resident, the difficulty about "having no cure of souls," they have, no doubt, satisfactorily settled between them. The late rector is just dead. The present vicar of Aberdare has been nominated in his stead. He will, I have no doubt, after he is inducted, have a more careful regard to the spirit of the founders than has been the practice in former times. There is no place where a good grammar school would be more likely to succeed than Dolgelly. The country round is beyond anything beautiful. Many English families have settled in the neighbourhood. Close by we have the romantic valley of Barmouth, witnessed by Mr. Justice Talfourd as being surpassed in beauty by no part of the Rhine, besides many other nooks and angles about the feet of the great Cader Idris, which are studded with the residences of English settlers.

Leaving Dolgelly, crossing over the shoulder of Cader Idris, and coming down the wild and rugged valley of the Disynwy, we reach Llanegryn, about four miles from the rising watering place of Towyn, and eight miles from Barmouth. A free grammar school was established here by one Hugh Owen in 1650. The master was to be a graduate of one of the universities, well learned in the Latin and Greek tongues, and acquainted with grammar and rhetoric. Power was given to certain trustees to remove him in case of neglect or misconduct. In the year 1668 Griffith Owen gave certain moneys to be laid out in land, of which one-third was to be paid to the master for catechising the children in church, one-third for teaching them to read and write, and one-third to bind poor scholars apprentices.

For a long time this has been a great abuse. It is of late much improved; but whether it is carried on still according to the spirit of the first founder

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your Commissioner will inform you. The present master is the incumbent of Llanegryn. He lives in the house and is nominally the master, "being a "graduate of one of the universities," and so far he fulfils the letter of the foundation. An assistant is appointed under him, who may be said to be virtually the master of the school. "Catechising in church" and "teaching "them to write" the incumbent may probably discharge in accordance with the letter of the second founder, but I leave it to the Commissioners whether the office of cure of souls of a large scattered parish is in any way compatible with the proper discharge of his duties as a master of a free grammar school. We shall hear what the present condition of the school is from your Commissioner; the inference is that it is nothing better than a mere National school.

If there were a good grammar school here, children from Towyn, Barmouth, Aberdovey, as well as of the higher class of farmers round, might avail themselves of it. Communication is by rail within two miles of Llanegryn.

Proceeding N. and by E. from Dolgelly, we come to Bala, where there is an admirable foundation, one of the best in Wales in point of money. This is the foundation of Dr. Edmund Meyricke, D.D. It was to be open to 30 boys from North Wales. They were to be taught grammar learning until they were fit to be removed to the universities, or if they failed to render themselves fit for such removal, they were to be put out as apprentices. 15*l.* yearly was allowed for clothing the boys. He founded six scholarships and six exhibitions at Jesus College, Oxford; and appointed the Bishops of St. Asaph and Bangor, and the heir of Ucheldre for the time being to be visitors and trustees of the charities. The management of the funds got into the hands of Jesus College, Oxford. The master is appointed by the Principal and the two Senior Fellows. They expend 60*l.* in clothing the boys annually, and pay the master 80*l.* per annum. He has in addition a house, a garden, and some land rent free, of the yearly value of 15*l.* The school, which was intended by the founder to be a grammar school of the first class, degenerated into a mere charity school. What may be its condition now you will learn from your Commissioner. In 1847 the Commisioners to inquire into the state of education in Wales say of it:—

"The school is held in an old and miserable building, damp, very dirty, and with the windows broken. It contains a few benches and tables of the meanest kind. The walls are crumbling to pieces. There are no maps; the slates and other apparatus are scanty and in the worst condition."

Perhaps there is no other country in the world except Wales of which such a state of things affecting a charity could be predicated. This was one of the instances I had in view when asked by the Commissioners why I objected to universities and bishops being invested with authority over the trusts I know of no foundations in Wales, where bishops and universities have had anything to do with them, that have not been most grossly mismanaged as a rule.

From Bala we proceed northward to Llanrwst, about 10 miles from Bangor and 15 from Bala. There is an excellent foundation here instituted by Sir John Wynne of Gwydir, about the year 1612. It includes an almshouse for a warden and 12 poor men; the whole to be called Jesus Hospital. The Charity Commissioners state that a grammar school existed here till the year 1803, but from that period to 1837 there had been no school of the kind contemplated by Sir John Wynne.

From Llanrwst we proceed N.E. to Denbigh, distant 15 miles, where there was an efficient grammar school lately of 40 to 50 pupils.

A few miles to the south of Denbigh is Ruthin, one of the best grammar schools in Wales, founded by Dr. Gabriel Goodman, Dean of Westminster, in 1590. I content myself by indicating the position of these good schools. Nothing more is required to answer the purpose of grouping; my object being to show that the grammar schools of Wales are already sufficiently well grouped to answer all the demands the principality is likely to make on them, if they were only properly looked after.

From Ruthin we go to Wrexham, where there is a grammar school founded by Valentine Broughton in 1603. It is not a first-class school, but it is a good school. The master receives 14*l.* a year for teaching reading, writing, and arithmetic to the free scholars. Usually there are between 30 and 40 pupils in the school, some of whom learn Latin and Greek.

The remaining grammar school in Denbighshire is Ruabon, where there is a large population and many mining and manufacturing works. There was a grammar school here before the year 1632. In the year 1707 a Mr. Robinson, one of the vicars of Ruabon, left land for its better support. This land yields now over 100*l.* a year at the least, probably considerably more. In 1832 it is returned by the Charity Commissioners at 99*l.* 18*s.* Since then the parish has increased in value double; the inference is that the income of the school has also. Mr. Robinson in his will "doubted not that the vicars would take care "that the master should be orthodox, and well qualified in learning, and "industrious and free from public scandal, and should teach *gratis* all the "children in the parish." How the vicars fulfilled their duty in 1847 may be gathered from the Report of the Education Commissioners:—

"I found the schoolroom, which would accommodate 81 scholars, partly filled with coals, and the remainder used as a lumber-room, being covered with broken chairs and furniture. The glass of the windows was broken, and the room neglected and filthy in the extreme. Practically, the subjects taught in this school have been the same as in the average of Church and British Schools in North Wales, the classical instruction having been of late confined to such rudiments as are necessary to find out the meaning of English words. It is understood that the average number of children in attendance is not a dozen."

We next enter Flintshire, where there are four grammar schools, Flint, Hawarden, Holywell, and Newmarket. All these fulfil the object intended by their founder except Newmarket, where the Charity Commissioners say that this charity, which was endowed in 1713 with 40*l.* a year for the salary of a master to teach a public grammar school with Latin and Greek authors, has had no existence, as a source of benefit to the parish, since 1764; and that the rentcharge has been in arrear since 1799!

In the county of Montgomery, in the hundred of Deythur, we have a foundation instituted by the Hon. Andrew Newport in 1690 as a free grammar school for the children of the hundred. It has long ceased to be anything of the sort. The endowment is more than 100*l.* a year.

Richard Tudor established a grammar school in Welshpool; but for 50 years previous to the Report of the Charity Commissioners in 1833 no grammar or Latin had been taught. The endowment has been since annexed to the National schools with the consent of the Commissioners.

Part II.

Thus we have gone through the whole of North Wales. The Commissioners will see that there are many abuses, which it is to be hoped they will be able to rectify.

The first school we shall consider in South Wales will be Ystradmeurig; not simply because it is one of the first foundations in point of value, but because it has had, during its existence as a good school, more direct influence on the character of the Welsh people than all the other grammar schools of Wales put together. It was founded in 1759; it died away in 1826, when Lampeter College was opened. Though you will most probably have it all from your Commissioner, yet it is necessary, looking to the object we have in view, to recapitulate a little the terms of the will of the founder. He gave in perpetuity certain lands to trustees, who were to nominate the master. He was to teach 12 poor boys of the parish of Ystradmeurig the Latin tongue and the principles of the Church of England. The trustees, of whom the Bishop of St. David's for the time being must be always one, were given power to remove the master for neglect or misbehaviour. In 1771 he augmented the trust by giving other lands to the same trustees, and which were to be paid to the same schoolmaster; for these he was to teach 32 poor boys of the parish of Ystradmeurig as before. In the year 1774 he executed a deed, by which he ordained rules for the government of the charity. Some of these rules are as follows:—

"The master was to be a man of good moral character, professing the religion of the Church of England, and well qualified to teach Greek and Latin, as taught in the principal grammar schools in England, so that the boys might be qualified for the universities of Oxford or Cambridge. That when

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Ystradmeurig parish should not furnish 32 boys, the number deficient should be supplied from adjoining parishes, or any other parish in the county of Cardigan. That the charity income should be divided into 32 parts, and that the schoolmaster should be only entitled to so many parts as there were boys taught. That the name and age of the boys should be annually delivered in writing to the Bishop of St. David's; and so many parts of the fund as the schoolmaster was not entitled to should be paid to the bishop, to be laid out in the purchase of books for a school library. The founder gave also to the bishop full power to make such rules for the management of the school, and the management of the charity estate, as shall seem meet and conclusive to the intention of the founder, and to prevent any abuse of the foundation or misapplication of the revenue."

How the Bishops of St. David's and the trustees under the will could ever have reconciled their duties and the notoriously flagrant state the school had been in for years it is for them to say.

In 1777 he made his will; in that will are directions to his executors:—

"My will is, to do good to the present age and no less to posterity. Let charity prevail over self-interest, and my effects be disposed of to the best advantage, and the money laid out in books for the library."

Then he gives directions:—

"To my successors in the school.

"This school is not to be a sinecure; you must attend and get your bread by labour and industry. This is my will and I hope it will be observed; discharge, therefore, your trust faithfully, as knowing that you are accountable for your behaviour not only to the trustees, but also to the Almighty. Let the school and library be kept in good repair, and improved to the utmost of your power."

Before I proceed any further, I think it as well to state what the condition of the school was in my time, and how faithfully a bishop and local trustees thus solemnly invested with duties could discharge them before God and man. Dr. Jenkinson was Bishop of St. David's in my time; Mr. Morris was the schoolmaster. I was there for about 12 months, and I can conscientiously say that during the half of that time the master never came near us. There were not 20 boys in the school. We all learned Latin and Greek, or professed to do so; and would have done so had we anybody regularly to teach us. The first class consisted of two boys who read Homer and Thucydides. The second class of two boys, myself being one, who read Virgil and Xenophon and sometimes Homer. Mr. Morris had no usher, he professed to teach the school himself, but he was a great sportsman and fond of hunting and shooting and fishing. September and October he usually devoted to the gun; November, December, and January, he went out hunting with the Pantyfedwen hounds; February, March, April, May, and June were devoted to fishing and otter hunting; in July and August we had our summer vacation. Thus the year was filled up. He had not been appointed many years, and it was not long after the opening of St. David's College, Lampeter. It was about the year 1833. Lampeter College was opened about 1826. From that period Ystradmeurig dates its downfall. At this time there were several young men belonging to the neighbourhood who were either members of an university or students of St. David's College, Lampeter, or else acting as ushers in English schools, and home for the vacation. These had all had their beginning at Ystradmeurig, and would have been ordained from thence had not St. David's College superseded it. Some one or two of them would be sure to be in the neighbourhood pretty nearly every month throughout the year. Mr. Morris always availed himself of their presence, handed the school over to them, and sought his own pleasure. For days and weeks we never saw him in the school. If it happened that he could get no assistance of this kind he never kept school after 2 p.m. We invariably had a holiday; and were told by him it was a good fishing day; or that a run after the hounds would do us good; and we obtained our freedom accordingly. I need not say as boys we were nothing loath to accept it.

Such was the condition of the school under one set of trustees, of whom Dr. Jenkinson, as Bishop of St. David's, was head. When we move on to 1846, when Dr. Thirlwall, the present Bishop of St. David's, was head of the trustees, we find in the reports of the Education Commissioners, part ii., the following account given of the school:—

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"The present master, Mr. Morris (—the same as when I was there—) is the incumbent of an adjoining parish, and has the cure of two in addition. I found about 60 lads present (—it must have greatly increased in numbers since my time) —in the schoolroom, which is a long large building of grey stone, standing at the side of the churchyard, in a bleak and desolate position. The room was very scantily supplied with school furniture. The master occupies a study at the end of the schoolroom. (—In my day this room was always locked, and accessible to no one. I certainly never saw the master enter it once in my time.) —He informed me that the lads present were almost exclusively the sons of the neighbouring clergy and farmers, and that, to the best of his belief three only belonged to the labouring classes. I consequently confined my examination to these children, and declined, though requested by Mr. Morris, to examine the rest of his pupils. The ages of the children I examined were 7, 11, and 13. Mr. Morris said he did not teach them himself; his assistant pushed them on till they were ready for him. They read to me the 24th chapter of St. Luke. They read very indifferently and understood the meaning only of simple words. They spelt tolerably well. The eldest child alone knew any arithmetic. The second and third boys could not tell how much 4 and 5 was. The youngest was reading short words, and scarcely knew his letters; he called a, b. He was wholly ignorant of English, and when I said 'spell time,' he echoed the words 'spell time.' One only knew the number of days in a year; all thought the sun went round the earth. The days of the week were said to be six; 53 weeks made a year. They were all ignorant of the common facts of the Gospel, and could answer none but the most simple questions. None of them wrote tolerably; they were evidently only half taught. It is, however, right to state they had been only a short time in the school. The result of the examination of another boy attending the school will be found in the report on Gwnnws. *It appears the school is seldom kept open much after two o'clock.* There is good *reason to think it desirable that this school should be attentively examined and frequently visited by those who are appointed to do so.*"

When he comes to the neighbouring parish of *Gwnnws* and makes his report on it, the Commissioner says:—

"I examined a boy named William Evans, aged 11 years, the son of a labourer living at Tyn-y-Llidiart, in this parish, at the residence and in the presence of the Rev. — Hughes, incumbent. He says that he attends the Ystradmeurig day school, and has been there for the last six months. He is taught to read the Bible, the Latin grammar, to spell from a spelling-book, to write on paper, and to repeat the Church Catechism, but no arithmetic or English grammar. He did not know who Abraham, Isaac, Jacob, or Joseph were; he did not know anything about the sons of Jacob, Moses, Aaron, Saul, David, or Solomon; he did not know what a prophet was, nor the name of one prophet mentioned in the Bible; he did not know who wrote the Bible, or any part of it. He knew that Jesus Christ came into the world to save sinners, but did not know what he did to save sinners. He did not know what a sinner meant, nor who are sinners; did not know what to repent or to be born again meant, nor what a sinner must do to be saved; did not know what kind of death Jesus Christ suffered, but knew that he died on Calvary; did not know how he might go to heaven, but knew that the righteous would go to heaven and the wicked to hell. He did not know what a godfather or godmother meant, nor any other term in the Church Catechism that was asked of him respecting it. He did not know how many pence were in 2*s.* 6*d.* or 5*s.*, nor how much are 13 and 14, 5 and 6, or 7 and 8; he had never learnt the multiplication table. He did not know how many days or weeks there are in the year; did not know the name of the present month, nor the name of the first or last in the year. In Latin he could neither decline *musa*, nor *hic, hæc, hoc,* nor anything else. He read in English, Matthew chapter ix., verses 1 and 2; did not know what was meant by the words *enter, ship, came, city, sick bed, faith*; he could not spell the words *palsy, sick,* or *forgiven.* He afterwards read the same passage in Welsh, but more correctly than in English; and with all the persuasion of the Rev. — Hughes he could obtain no answer from him as to the meaning of the words *ship, Apostles, crucify,* in Welsh."

Such was Ystradmeurig 20 years after the opening of St. David's College, Lampeter. Such was the school whose founder solemnly adjured the Bishop of St. David's, the local trustees, and the masters, his successors in the school,

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"to remember that it was not to be a sinecure; that they must attend and get "their bread by labour and industry. That they were to discharge their trust "faithfully, as knowing that they were accountable for their behaviour, not "only to the trustees, but also to the Almighty."

Mr. Morris died some years ago. An opportunity then occurred of placing the school on the old footing, and making it again what it had been, the first grammar school in Wales. This would not have been difficult, as the endowment is from 600*l.* to 700*l.* a year with residence. Any first-class man from Oxford or Cambridge would have been glad to have taken it. The appointment, however, was given to a neighbouring clergyman, who was about 50 years of age. He had lived all his life on his incumbency, doing the work of a country parish priest faithfully and diligently. He was never known to have taken any pupils or to give any indication that his scholarship was other than rusty. He is the master still. Need I say any more why I object as I did in my evidence to bishops, universities, or local magnates to act as trustees.

The indifference of the several Bishops of St. David's has always struck me with wonder on this matter. None are more interested in getting good and proper men, duly qualified and taught, to fill their churches than they. If their object was to feed Lampeter by starving Ystradmeurig, never was there a greater delusion. For, if we except the Training College at Carmathen, I know of nothing connected with Wales that has proved a greater failure than St. David's College, Lampeter. A large sum of money has been expended here with a view of benefiting the church, but it would be difficult to find out wherein the benefit lies. As a rule, Lampeter men are great failures. They are for the most part country lads, having been nowhere from their father's homesteads, very frequently beginning *hic, hæc, hoc,* after entering Lampeter. The first batch of Lampeter men were Ystradmeurig men and men from the grammar schools in South Wales that had the privilege of being ordained from residence at these schools, which privilege, however, was taken away from them at the opening of the College. Very good men they were, and properly prepared to enter college, and some of them are shining lights in the Welsh Church at this very day. After them the grammar schools lost their prestige; they became comparatively empty, and had no pupils to send up to Lampeter. The consequence was Lampeter took in anything, and commenced to prepare them for the church in the very rudiments of grammar. The college authorities were glad to get anybody. Henceforth there should be no one ordained from Xstradmeurig, or Carmarthen, or Usk; the churches must starve if Lampeter had not the food to supply them. This state of things was soon made known. All sorts of students flocked to Lampeter; if a man failed in trade as a grocer, or a cabinet-maker, or an auctioneer, St. David's College, Lampeter, was always open to him. It is surprising the number of men whose beginning was of this sort that emanated from Lampeter. Until Dr. Rowland Williams became Vice-Principal, the examination at entrance prevented no one from becoming a student if his moral character was good. No sort of fitness as a student was required. He was to be moulded into a perfect instrument by the three years' residence at the college. Dr. Rowland Williams changed this state of things. He diminished the number of students very much; but it is justice to say that he turned out some excellent young men, and had circumstances permitted his residence some time longer, the church would have benefited by it. We should have had, any how, young men tolerably prepared for their office. Having had for the last twenty years four curates always under me, I consider myself sufficiently authorized from experience to speak on this matter. Whether the authorities could have avoided it or not, it is not for me to say: but there never was a blinder policy than that acted upon at Lampeter for years, not to insist on a previous residence at a grammar school. The first consequence was to ruin the grammar schools. For who would go to a grammar school if he might begin with his *hic, hæc, hoc* at Lampeter? The next was a deep injury to the church. The church in South Wales was flooded with a set of ignorant clergy, whom the gentry despised and who were not respected by the people. She has not recovered from that blow yet, as many a Welsh squire and many a rural parish can testify. There was a dignity and an earnestness about the old grammar school man which one would look for in vain from the Lampeterian. There might have been a provincial burr about his accent which shaded him a little beside the University man; still he was the gentleman, the

scholar, and the man who had known what discipline was. You could tell at once that he did not go from the plough's tail straight to college. It was manifest he had begun his Latin grammar at the time scholars usually begin it, and had gone through the regular *curriculum* until his time came to receive imposition of hands. He had never dabbled in haberdashery, or cabinet-making, or grocery, or auctioneering. There was nothing of the tailor or the shoemaker about him. From the moment he went to school he had "been set apart" by his parents for the sacred office, and nothing else. He was what he was, not from failure in business, but from choice of office deliberately made and forecasted. I dwell upon this subject because it is a serious grievance to the church that admission to her most sacred offices should be a matter so easy. There are within my own knowledge numbers of clergy in Wales who were once haberdashers, cabinet-makers, tailors, and shoemakers, and my humble opinion is, that their generation would have been far better served had they always remained so. When the old grammar schools were flourishing, such a thing was never heard of. The bishops of Wales never ordained a man in those days who had not gone through the regular *curriculum* of one of the grammar schools. The difference between such a man and one who had never known anything but "a three years' residence at Lampeter" from twenty to five and thirty, it is not difficult to see.

But it is not the church only that has suffered by the establishment of St. David's College, Lampeter, but also the middle class throughout the country. For by closing the grammar schools the entire education of the middle class has been closed also. When the bishops ordained from the grammar schools, the practice ensured a large attendance, not only of those who were intended for the church, but of the sons of the gentry around, and all those youths who were preparing for the different professions of law and medicine.

Had Lampeter conferred an adequate boon on the church one would not have been so ready to find fault with its being the cause of the extinction of the grammar schools; but we have seen it has not done so. Some uphold Lampeter on the ground of the excellent home training it is calculated to give its students, and render them more serviceable to the peculiar wants of the church in Wales. Anyone who has laboured long in the church, and has had anything to do with Lampeter curates, must feel that it is this "home training," as it is called, is at the root of all the evil. With the other relations of life, the general idea is, that if you want a man to be serviceable, you send him from home. Why it should be thought a peculiar benefit to the church in Wales for a man never to have been from home is to me a matter wholly unintelligible. This is one of the strongest objections I have to "a University for Wales," of which we have heard so much lately. If we are to do any good to Wales, it is not by staying at home, but by going abroad, amalgamating ourselves with the Saxon, and then return home, if you will, and teach our brethren, who have never been from home, what excellent things we have learnt abroad. But it is contended, if Welshmen are educated in England, and not at St. David's College, Lampeter, or at a Welsh University, wherever that is to be, they are never likely to return again; they will be so fascinated with the broad plains of England that the rugged hills of Wales will have no inducement for them after. As far as respects the church, there never was a greater error than this; for where can a young man have a better chance for preferment than in Wales? Nearly all the patronage is in the hands of the bishops. Sir John Jervis's Act imposes on them the obligation of inducting none but Welshmen to Welsh livings. We rarely, or never see now the abuse of patronage, for which in days gone by, Welsh bishops were so notorious. However much inclined they might be to promote Englishmen they cannot help themselves now, at any rate so far as regards cure of souls. They must give these to Welshmen. On an average, Welsh livings do not fall far short of English livings in value; why, therefore, should a Welshman not avail himself of the good things held out to him in his own country, where his chances certainly are ten to one they would be in any other? What chance has a man for a living in England, if not backed by family or interest? The young men who go up from Wales, and graduate at the Universities, soon find this out. Hence so many of them turn back again to their own country. But the misfortune is, the foundation of Lampeter prevents a great many from going to the Universities, who would otherwise have gone there. The church suffers accordingly.

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Some maintain, that if Lampeter were properly endowed, and had the power to grant degrees, the students would be better trained, and the church better served. On this head it is needless to say anything, after the forty years' existence of Durham University. It is one of the finest foundations in the world. Its professors are better paid than the professors of either Oxford or Cambridge; there are more inducements there, by way of scholarships and exhibitions, than can be found in any single college in the United Kingdom; yet the result, as is well known, has been a miserable failure. The truth is, men's minds everywhere in these days of locomotion, are against provincialization and isolation. Attending Oxford or Cambridge from Wales now is neither more costly, nor does it take more time than was taken formerly in riding to the Universities from the neighbouring counties; young men find this out, and if they can scrape up the means somehow they invariably do, and will prefer the great Universities. Neediness only, or deficiency of scholarship, drives them to places like Lampeter.

I have entered thus largely on this question, because I know strong hopes are entertained in certain quarters that a portion of the revenues belonging to Christ College, Brecon, may some day be transferred to Lampeter. Past experience proves that this will not do Lampeter any good; on the other hand, it will be a great injury to South Wales. If the splendid endowment of Brecon College should be ever available, justice demands that it should be given to foster middle-class education in South Wales.

The past usefulness of Ystradmeurig, and the good it has been to Wales, led us to take a general view of the whole question of education in the South. Very little more remains to be done, than simply to name the remaining Grammar Schools of South Wales. A reference to the map will show, that, as in the North, nothing can be more favourably placed in respect of grouping than their present situation. Beginning with Monmouthshire, we have four Grammar Schools in this county, Monmouth, Llanlilio-Crossenny, Abergavenny and Usk. With the exception of Llantilio-Crossenny, all these seem to be doing the work they were founded for. But the school already named is degraded into a mere parochial school, though it has an endowment not far short of 200*l.* a-year.

Then in the county of Glamorgan, we have two excellent Grammar Schools, Swansea and Cowbridge, both well situated in reference to the great towns of Merthyr Tydvil, Cardiff, and Swansea.

Proceeding westward, we come to Carmarthen, where there is a foundation to which the corporation appoint a master. Your Commissioner will be able to give you an account of this. At one time it prepared young men for orders. In this county, too, is the modern foundation of Llandovery, one of the best in Wales, well conducted, and turning out at the Universities and elsewhere young men of the first class. The first master of this celebrated school was the late Archdeacon of Cardigan, John Williams, who took charge of the school after filling for years the mastership of the High School at Edinburgh. He went up to Oxford from Ystradmeurig, and had, if we mistake not, the honour of being placed in the same first class with the late Sir Robert Peel.

A little further on, we have, in Pembrokeshire, the Haverfordwest Grammar School, a good school previous to the establishment of Lampeter, where there was usually a large class of young men preparing for holy orders. The same thing may be said of Cardigan Grammar School, in the neighbouring county, a little to the north of Haverfordwest. Some of the most eminent clergymen in the Welsh Church have been educated at this school; but of this, and of nearly all the Grammar Schools in the South, Lampeter has been the death-knell, a canker, eating them all up, and yet starving itself.

West of Haverfordwest, some sixteen miles, is St. David's, where there is, and always has been, a good school.

The last of the South Wales counties is Radnor, where we have the foundations of Presteign and Cwm. Toyddwr; the former is a valuable foundation, one of the best in Wales. Their present condition you will be able to learn from your Commissioner; but as an instance of the way in which these things have been managed in Wales, I will quote a few words of the state the Commissioners of Education found it in, in 1846:—

"This is, with one or two exceptions, the richest scholastic endowment in Wales; the present rental is 150*l.* per annum, arising out of land. The school-house is an oblong room, substantially built, 30 feet by 18 feet. The

school furniture consists of a few old notched and time-worn desks and benches, placed lengthways down the room. There are no black boards, nor maps, nor apparatus of any kind or sort. There are few books, except Bibles and Testaments, the children being obliged to find all they use. The master, Mr. Robert Phillips, is 56, an amiable and worthy man, but an invalid, and, both in body and mind, I fear, unfit for his post. In the presence of Richard Price, Esq., M.P., one of the trustees, who remained the whole time of the examination, I requested the master to call up all who could read in the Testament. Eighteen boys accordingly read a chapter in the Bible, most of them reading with tolerable accuracy, but wholly without emphasis or expression. It proved to be utterly useless to question them; the master said he only did so occasionally. One only knew how Moses crossed the Red Sea; they knew nothing that he did in the wilderness, one child only excepted, who remembered the striking of the rock. Isaac, they thought, was the son of Jacob; and, only after much effort, one remembered that he was the son of Abraham. They could mention no parable which taught the duty of benevolence and kindness; remembered no parable, except the ten virgins, and they did not know what it meant. They repeated the Church Catechism, but not a single expression, even in the most important passages, could they explain. They could give no explanation of what inheritors of the Kingdom of Heaven meant, nor of the articles of the Christian faith. They were equally unable to answer simple questions in geography; they knew next to nothing of the chief towns of England, or of their productions, and merely the names of the chief countries in Europe. The master said he taught grammar; but none of the scholars pointed out as learning it, could mention a conjunction; and when I asked them which was the adjective in the sentence, 'I have stirred the fire,' they guessed, 'stirred' and 'fire,' and none of them discovered that it contained no adjective. Twenty only learned arithmetic, and one only appeared to me to be proficient. There is one redeeming feature in this school—the writing taught is excellent; the master excels in penmanship, and so do his scholars; but, in other respects, the school appeared to be very ill-conducted. The children evinced no symptom of mental culture of any kind; and if it be the object of the charity to impart learning and virtue, and to teach the Latin language, the English grammar, and useful knowledge, it is certainly not fulfilled by the present system in any one respect. Complaints are made that the master is incompetent, and that so rich an endowment entitles the inhabitants to an education of a far higher description, and for a greater number of children. These complaints appear to be perfectly just; the funds are sufficient to enlarge the present building, to supply books, maps, and apparatus, and to support a well trained and competent master."

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There remains nothing now to be said but on the subject of administering the funds of these schools; and on this point I shall be very brief, as this paper has already extended beyond the limits I set myself. The proper administrations of the funds, of course, rests with the trustees or visitors. On this head I think I have given sufficient reasons why bishops, universities, and local magnates, should not be continued in these offices. Or, if there be no means of removing them, or it be desirable to retain them, let us by all means have public inspectors, appointed by Government, whose business it shall be to examine and report upon the schools once a year, upon the same system as has been already adopted in respect to elementary schools. Let the master also understand that his payment is to be made out of the foundation, according to results. Let each foundation be divided into so many parts—each part for a free boy—and as the boys pass the standard, let the master receive the payments for the several parts. Thus, as was the case at Ystradmeurig, if there are thirty free boys, let the income be divided into thirty parts: if 30 boys satisfy the examiner, let the master receive the whole; if 25 only pass, let him have no more than 25 parts of the income. This would be paying by results. It is the simplest plan I can think of; and my impression is that the school would then fulfil its part independent of visitors or trustees.

JOHN GRIFFITH, M.A.,
Rector of Merthyr Tydvil, Rural Dean.

Thursday, 26th April 1866.

PRESENT:

LORD TAUNTON.
LORD STANLEY.
LORD LYTTELTON.
SIR STAFFORD NORTHCOTE, Bart., M.P.
THE DEAN OF CHICHESTER.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, Esq., M.P.
WILLIAM EDWARD FORSTER, Esq., M.P.
PETER ERLE, Esq., Q.C.
JOHN STORRAR, Esq., M.D.

LORD TAUNTON IN THE CHAIR.

Prof. Seeley, M.A.

J. R. SEELEY, Esq., M.A., Professor of Latin in University College, examined.

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16,611. (*Lord Taunton.*) I believe you are a Fellow of Christ's College Cambridge, and Professor of Latin in University College London?—Yes.

16,612. You were the senior classic and senior Chancellor's medallist at Cambridge in the year 1857?—Yes.

16,613. I believe you have turned your attention to the subject which is the business of this Commission, the education of boys of the middle classes?—I have been engaged in education myself of that particular kind.

16,614. Are there any observations upon that with which you are disposed to favour the Commission?—I have some views, which I shall be very glad to state, founded upon the experience I have had, which I ought to mention is not extensive, but it has been the experience of my whole life as far as it has gone.

16,615. Will you state your views in any way you think best?—I have a paper here which I wrote sometime ago in the form of a letter to my friend the Secretary; he asked for my views on the subject, and I wrote this letter to him, which I may now read:

"My dear Roby,

You ask for my views respecting Latin in connection with education and the special wants, and the remedy for the special wants, of the middle classes. I will give them you in as few and as practical words as I can, premising that, as you know, the whole experience of my life has been in middle-class education. I was educated at a middle-class school; after my experience at Cambridge as a lecturer and private tutor I became a master in a middle-class school, and I now teach Latin in a middle-class college. On the use of Latin in education generally, I will begin by mentioning some advantages which the study is in my opinion wrongly supposed to have. It is often maintained, in particular I remember to have seen it maintained by Sir E. Bulwer Lytton, that classical studies have a peculiar and unrivalled power of imparting refinement and polish both of mind and manners. He does not attempt to explain how a refinement can be gained by familiarity with Virgil, Horace, or Plato, which it is impossible to gain by familiarity with Milton, Addison, or Coleridge, still less how can it be imparted by a study of Greek or Latin, which is exceedingly seldom carried far enough to give any real familiarity with the great authors of antiquity

I hold this notion to be an example of the common fallacy of *post hoc ergo propter hoc.* The classics have been the staple of the education given at our great public schools; at those great schools men have also learnt refinement of mind and manners. But the connection between the two facts is purely accidental. The refinement of public school men would have been just the same if they had been instructed in the English instead of the Greek and Latin classics. It is simply the effect of their being the sons or having associated with the sons of men of family, wealth and education; doubtless a classical education has now a refining effect even when it is not combined with the society of a refined class, but that is because it constitutes a bond of sympathy with, and a claim of admission to the most refined classes. A second fallacy is closely connected with this. It is maintained that the classics have, if not a peculiar, at least a considerable power of refining the mind and forming the taste, that the reading of the ancient writers has at least a similar and equal effect to that which the reading of good English authors might have. Of course I do not deny that this is true in a certain number of cases, but if it be urged as a reason why classics should make a part of general education, then I hold it to be a fundamental mistake. The vast majority of those who learn Latin and Greek at our schools never recognize any beauty whatever in the classical writers. It is almost impossible to enjoy books which it costs a great effort to understand, and which are understood at best but imperfectly. The vast majority of school boys never become sufficiently independent of grammar and dictionary to have any enjoyment of the Latin books they read. I am persuaded that the average of boys, who might be made really to enjoy and profit by good English poetry and rhetoric, for I think most English boys have some taste for poetry and rhetoric, find the classics not merely an inferior substitute but positively no substitute at all. The minority who carry their classical studies further do, I fully believe, profit by them in this respect. They acquire a sense of purity in style and a pleasure in delicate turns of expression. Writing Latin prose and translating it I believe to be as good a method as any other of acquiring a good English style; I must add however, as my own opinion, let it go for what it is worth, that this influence does not generally, even in good scholars, extend beyond mere style and that it does not give them much feeling for literary merits of the highest class.

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"The real advantages, in my opinion, of the study of the classics are, 1st, this refining effect upon the minority; 2nd, the scientific training involved in the study of grammar and philology; 3rd, the introduction it gives to a quantity of learning and literature which would otherwise be inaccessible; 4th, the assistance it affords in mastering the English language intelligently and in learning French and Italian. Now, if we consider these advantages, we shall see that they are for the most part only advantages to such students as are intended for a more or less intellectual life. For a man whose time is chiefly passed in study, or even who is in constant intercourse with men of books, some knowledge of Latin is invaluable, and the entire ignorance of Latin is a great misfortune. Also, I should consider it a great misfortune if the standard of high scholarship should ever be lowered in England, or the study of antiquity should cease to be considered one of the most important and one of the noblest of studies. But which of the above-mentioned advantages is gained by the man of trade or business, who leaves school about 15, after making his way perhaps through a book or two of Virgil or of Livy? That his taste has been in any degree refined, I altogether deny. It is no advantage to him that he has the key to a mass of interesting literature, for he will never use the key. There

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remain two advantages which he has gained, first, by the study of grammar, his mind has been trained to a certain degree in consecutive and methodical thought; secondly, he understands his own language better than he otherwise would have done, and can explain by etymology the hard words he meets with, and if he should find it important to learn French or Italian he will learn them somewhat more easily than he otherwise could. Now as to the scientific training given by Latin grammar, it is evident that this might be imparted just as well by the grammar of another language, or by any other science than grammar, and that other languages or sciences might be found the study of which would convey at the same time more useful knowledge. The study of German is highly improving in itself; it explains much in our own language, and it throws open a literature which persons of moderate cultivation would find much more interesting than the Latin literature. Chemistry, I should fancy, and certainly political economy, would be a most valuable mental training, and would convey information perpetually useful, and likely in after life to be perpetually increased. The only reason, therefore, which remains why boys whose education is to end at 14 or 15 should be taught Latin is the greater knowledge they indirectly gain from it of their own language. But this knowledge, I think, would be gained much better directly. The conclusion, therefore, which I arrive at is, that Latin ought to occupy the same place in education that the calculus does in mathematics. It is the introduction to the higher and professional education; it makes no part of the ordinary commercial education. In Cambridge language it is an honour subject. I think that the higher class of boys should begin to learn it at about the age of 14, and that ordinary boys should not learn it at all, or if at all, that they should just be introduced to the rudiments in their last year at school."

16,616. Is there any other point on which you are desirous of making a statement to the Commission?—Yes; I have also written something on the study of English in schools. I say, "What subjects should be chosen for a commercial education is a question I do not feel myself able to answer completely; but I have one strong opinion, that refinement of the taste, which is supposed to be, but is not, the effect of classical training, seems to me a matter of the very highest importance in middle-class education. If the more solid parts of education were neglected, if nothing were done towards strengthening the reason, the loss would be in a manner remediable. Necessity and experience do gradually the work that might have been done at school by Euclid. But there is a large section of the middle class who, if they do not get refinement at school, will never get it at all. My experience in middle-class education has impressed me forcibly with this, and I am glad to have an opportunity of drawing attention to it. The sons of intellectual people gain this refinement unconsciously at home. Their father's library contains books of the higher class, the best poets of the day and of former days lie on the table and are quoted and criticised in conversation, the best reviews are taken in. Such boys, if they acquire at school the habit of intellectual work, acquire at home what is quite as valuable, the habit of intellectual pleasure. Now I think we want an education for boys whose homes contain no such refining influence, for the sons of uneducated parents. In the homes from which these boys come there are few books, and those of a mean kind. They have been fed upon the lower class of magazines, upon the poorest novels and story books. The condition of such boys is that they have no intellectual pleasures; they have no agreeable associations with books, and cannot extract any entertainment from them; eloquence is lost upon

them, and poetry strikes them as nonsense. Often they are shrewd enough, and will work hard for prizes, or where their interests evidently demand it. But they continue vulgar and narrow in mind, without taste, without the power of resisting *ennui*, and therefore under a constant temptation to coarse and even vicious amusements. It seems evident that what such boys want is instruction at school in English literature. Instead of putting before them Latin books which, if they could ever master the language sufficiently, would give them refinement, we should put before them the better class of English books, which will do the same thing for them without imposing an impossible condition. If an adequate training in English literature can be given to boys at school I think no one can question the great good that would be done by it. It would be the best possible remedy for that vulgarity of mind of which I have spoken. Who can imagine a greater improvement than would be produced if commercial men knew their Milton and Addison as university men know their Virgil and Horace?

"Is there then any practical difficulty? It would seem at first sight that there ought to be less difficulty in teaching the English classics than the Latin. The language is known already, and the English writers must needs be much more interesting to Englishmen than foreign or ancient writers can be. And yet there does seem to be a difficulty, and where I have known it to be attempted it has seemed to be a failure. But the reason has seemed to me to be that the master has misconceived his task. He has attempted to teach English philologically, just as he would have taught Latin. He has gone regularly through grammar and syntax, and if he has taken an English writer he has treated him grammatically. I have known some who have begun with Anglo-Saxon, and have then proceeded regularly to Piers Plowman and Chaucer. All this seems to me radically wrong. English ought not to be taught to boys as a language, but as their language; not curiously and scientifically, but artistically, practically, rhetorically. The object is to train in boys their gift of speech, to teach them to use it more freely, more skilfully, more precisely, and to admire and to enjoy it more when it is nobly used by great authors. The merely grammatical part should therefore be passed over lightly, the antiquarian part might be omitted altogether; the principal stress should be laid upon composition. The pupil should be taught what is meant by a good style, and trained to write English prose, and I think, English verse too, as he is now taught to write Latin prose and verse; and for this purpose the same means should be used. The classical English writers should be read in class, sentences analyzed, synonymes distinguished; a great deal of poetry should be committed to memory, and compositions written in imitation of particular writers. All this should be closely connected with the teaching of elocution; and the teacher should carefully divest himself of the notion that in this department precision, accuracy, solidity are to be set above brilliancy. Brilliancy and elegance are here the first things, and throughout the whole method there should reign a certain spirit of display. If this plan were pursued by a teacher who enjoyed his subject and knew what he was aiming at, I do not think it would fail.

16,617. (*Lord Taunton.*) Is there any other question connected with the education of the middle classes to which your attention has been specially directed?—The only other question to which I would refer concerns as much the education in the great public schools as middle-class education. It is simply as to a detail in the teaching of Greek. I have always been of opinion that the choice of writers in Greek at public

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schools is not a good one—that is as far so I have known it. I suppose I am right in saying that the ordinary course in Greek is to put a boy first into Xenophon, then perhaps into Homer, and into the Greek Testament; then, perhaps, into Herodotus, afterwards a Greek play and Thucydides. Now I am strongly of opinion that that is not practically a good method. The great difficulty in teaching the early part of Greek to boys is the difficulty of the inflections, the complicated character of the verbs, and so on; and when you put boys first into an Attic book, then into Homer, then into the Greek Testament, then into Herodotus—a different dialect again—you add to the difficulty of teaching the inflections, which is already very great indeed, the difficulty of learning the peculiarities of different dialects. I have always found boys to be quite overwhelmed by the two together. In the lower classes, where Greek is taught, it seems to me that the proper way is to have a regular course of Attic Greek first—to begin perhaps with Xenophon, then you might take the Dialogues of Lucian, and a few of the easy Dialogues of Plato, and keep the boys for some time until they thoroughly mastered the ordinary Greek inflections to Attic books. Then in the higher class putting them sometimes into the other dialects, Homer, Herodotus, and Pindar, and also that the Greek Testament—in schools and for that express purpose—as a book coming in the curriculum of Greek books, should be omitted. I have always noticed that when they begin to write Greek they use phrases from the Greek Testament by preference.

16,618. (*Lord Lyttelton.*) Do you not think that for many of the middle classes, the knowledge of French is almost an indispensable part of their education?—I have mentioned the knowledge of German, but of course what I have said of German applies in a great measure to French. French is perhaps practically more useful in after life to boys. I think perhaps it is not quite so good as a training for the mind.

16,619. With a view to the study of French, even without any idea of going on into Latin literature, is not the best preparation a good grounding in the Latin grammar?—It seems to me an indirect way. The Latin grammar is a hard grammar, the French grammar is an easy grammar, and it seems to me an indirect way to come to the easy subject through the hard one.

16,620. In that view, does it not strengthen the faculties for acquiring the principles of language; the Latin grammar being the most complete of all?—My impression is that there is no time for these boys to try that kind of experiment. It seems important to have strong subjects—subjects which require a strain upon the mind. But it is absolutely necessary that these subjects should also be subjects afterwards useful in life, because there are many such subjects to be found, and it is bad economy to choose a subject purely because it is difficult when it is not afterwards also useful.

16,621. (*Lord Taunton.*) In your experience do you believe that boys of the middle classes have a distaste for the learning of Latin, or do you think they like it?—I should say they had no very positive distaste. Of course at the age when we begin with them, 10 or 12, they have a pretty impartial distaste for all subjects. I think they never come to see any particular value in it. If any subject were chosen which would be evidently useful to them, before they had been through their school course they would have come to recognize the value of it.

16,622. Do you think parents in this class of life like their boys to learn Latin, or do you think they would be better pleased if it were omitted?—I believe a large number of parents do not hold themselves to be judges of the subject. They send their boys to school and sup-

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pose that the proper thing is taught there, but those who have an opinion have an unfavourable one.

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16,623. (*The Dean of Chichester.*) Is not the accuracy of the grammar of a dead language the best means of teaching grammar and producing accuracy of thought?—My impression about Latin is this, that it might be taught in two ways, one being the way ordinarily used in schools, and in that case it is not a very good training for the mind. It may be taught in another way, in which it is a very good training for the mind, but then it is too hard for young boys. The method now employed with Memoria Technica and a good many devices for arriving by short cuts at conclusions without any reference to principles, is a possible method for boys, but not good for the mind. The other would be good for the mind, but I do not think it works in practice. It seems to me too hard for young boys.

Right Hon. Lord Westbury.

The Right Hon. the LORD WESTBURY examined.

16,624. (*Lord Taunton.*) I presume that your lordship, in the office of Attorney-General and afterwards of Lord High Chancellor, had an opportunity of becoming well acquainted with the jurisdiction of the Court of Chancery in charitable trusts with reference to education and also to their administration?—Yes. May I be permitted to ask, Is the principal object of your inquiry the improvement of the jurisdiction over the administration of school charities, or the internal administration and condition of the grammar schools?

16,625. I think I may say both. They have a certain bearing upon [illegible] another, and the [illegible] of this Commission is of course to improve [illegible] administ[illegible] those charitable trusts, and make them [illegible] for [illegible] which they were designed?—I think [illegible] to the jurisdiction of Chancery are [illegible]; the other, the removal and ap[illegible] and th[illegible]oval of officers for misconduct. [illegible] of Parli[illegible]t to put the condition of gram[illegible]ooting as, [illegible] opinion, is necessary for their [illegible], a settlement of schemes in the Court of Chancery [illegible], to a great part, unnecessary, and applications to the [illegible]n would chiefly be the removing delinquent officers and sup[illegible] vacancies that may happen in the governing body. I would first [illegible] wish to speak with reference to the administration of grammar [illegible]hools. It has long been a subject upon which I have felt much anxiety, and in which I have had a good deal of experience both as Attorney-General and also at the bar. I am afraid my views will appear very wide to the majority of the Commission. I think there are some radical legal errors in the present administration of these schools; and, unless those errors are removed, that it would be impossible to make these charities as beneficial as they ought to be. In the first place, I should like to have removed, by Statute, that (to my mind) erroneous conception that the Church of England is the inheritor of all these foundations, and that they ought to be administered in such a manner as to secure the control of them by the Established Church, and in a great measure to direct the mode of education in them to the extension of that Church. I regard all these charities as founded for the general benefit of the realm, for the purposes of education, and that such education should be carried on without any special reference to religious teaching. The grammar schools, in their original foundation, were almost all of them intended for the local benefit of particular districts. No doubt originally they fell in a great measure into the hands of the

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Roman Catholic clergy. The earliest grammar schools were founded, or perhaps revived, in the time of Alfred the Great. About the same time there was a similar movement by the Emperor Charlemagne. These schools were principally monastic, conventual, and cathedral schools. Afterwards, and particularly about thirty years before the Reformation, a great number of grammar schools were established in England, and of course we all know that shortly after the Reformation a great many more were established by Henry the Eighth, Edward the Sixth, and Elizabeth. Almost all those grammar schools were limited to particular localities, and in none of them, that I am aware of, was any provision made for the admission of boarders. They were almost all intended for scholars, resorting in the daytime to school, and who received their education there, returning to the houses of their parents. I mention that particularly because, if all grammar schools were of that original character, the necessity for religious instruction in the school might not be so great. I may give an example of the original character of these schools. A grammar school of great importance at the time was founded at Middleton by Dean Nowell, in the reign of Elizabeth; and in the trust deed he recites that he had made a convenient building for the school, with suitable apartments for the pædagogus and ostiarius, or usher. Now, the school itself consisted of a sort of building like a barn, and at one end was a small room approached by steps from the outside. This room was treated as the "idoneum cubiculum" for the head master, and on the opposite side a corresponding room approached in a similar manner, was treated by the Dean as the fitting lodgings for the ostiarius, or usher. This may be taken as an example of a great number of schools, and it shows [illegible]ly beyond the [illegible] of the first conception of the founder w[illegible]on which [illegible] subsequently made of the admission [illegible] large houses for the master and th[illegible] ing into the school of a great nu[illegible] diate pupils of the master and th[illegible]er, and [illegible] portion of his attention, and co[illegible]ently, in a[illegible] carry off the exhibitions and [illegible] from those [illegible] objects of the charity, and to whom the benefit of the [illegible] be confined. To those two things I first refer, viz., the remov[illegible] from the administration of these schools of all restrictive rules [illegible] religious profession of the master and the religious teaching of the [illegible] and, secondly, the excluding, as far as possible, the introduction [illegible] boarders. The third thing which, I think, it would be necessary [illegible] eradicate by Act of Parliament is the doctrine introduced, or, at all events, constantly followed, by Lord Eldon, and which was, that all grammar schools are *ex vi termini* schools for the teaching of the learned languages, Greek and Latin alone, and that accordingly it was not within the scope of the foundation, and if not within the scope of the foundation it would be a breach of trust to apply the funds to other objects of tuition, or in a different mode of education. When it is said that all grammar schools were and are necessary schools to teach Latin and Greek, it is forgotten that grammar schools were founded in England and throughout great part of Europe long before Greek was known or heard of as a subject of tuition in schools or colleges. In early times the subjects of tuition were generally called the trivium and the quadrivium. The trivium included grammar or grammatice, which perhaps had a larger meaning than the present word grammar; but as there was no language that could be grammatically taught at that time but Latin, then the only vehicle of knowledge, of course Latin was taught. If I remember rightly, a scheme

was settled in Chancery, as late as the year 1826 (the scheme of the grammar school at Highgate), in which the Court would not allow any portion of the funds of the school to be appropriated for the maintenance of a master to teach even arithmetic; and accordingly the boys who were to have the benefit of the establishment were obliged to pay for any education in arithmetic or in the elementary branches of pure mathematics as being a thing not coming within the *curriculum*. Now that was a very important error, and it has not been removed by the recent Statute. It is an error which has led and still leads to injurious consequences, for it not only limited the instruction of these schools inconveniently but it determined in a great measure the choice of masters; for if you hold that a grammar school *ex vi termini* is a school that must teach Latin and Greek, and that those are essential objects, then it follows that you must have masters and ushers that are skilled in teaching Latin and Greek. It is an injurious thing, in another point of view, because it assumes that Latin and Greek are the best elements of education, taking education in its highest sense, viz., the process which developes, strengthens, and fits the faculties of the human mind for the purposes of life. It assumes that Greek and Latin are the best instruments to be used for that object, and that other things are secondary, and thus you confine your education within narrow and perhaps ill-judged limits. With reference to the large class of persons for whom these institutions were intended, I should prefer to use mathematical and physical science as the chief instrument for strengthening and developing the faculties rather than simple instruction in the dead languages. I have mentioned three heads: first, the evil resulting from the false principle that has treated these institutions as charities belonging to the Church of England; secondly, the mischievous practice of the introduction of boarders, by which the old purposes of the grammar schools, as places of middle-class education, were prejudiced, and the master was encouraged or naturally induced to give the best part of his attention to the boarders, because upon them his fame rested, and upon them his extended emoluments greatly depended. The mischievous result of that was that the boys of the town were almost wholly excluded. You see what it has reached at Eton, Harrow, and Winchester, and although they have grown to be great national institutions, and render to the country immense benefits, yet they have become such by a forgetfulness and in great measure a violation of their original trusts and purposes. I have seen that exemplified in many cases. In one populous town where there was a grammar school, having large exhibitions and great endowments, there was not an instance of a town boy, that is, of a day boy having been elected for years, and the whole of the benefits had been carried off by the boarders who paid the master, and who were attracted by these benefits to the house of the master. Thirdly, the consequences of the erroneous interpretation of the word grammar school. There is a fourth subject to which I should very much like legislation, and the principles of administration to be extended. I am not at all forgetful of the fact that the Church of Rome derived very great benefits from these institutions, because it collected the boys of the district into the monastic, conventual, and cathedral schools, educated them, and had an opportunity of selecting those who were of the greatest intelligence and ability, and by grafting them into that Church rendered them valuable acquisitions for it. The want of these seminaries was felt very much immediately after the Reformation, and, perhaps, with a view to this advantage many of these institutions were established. Almost all of them were endowed with

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exhibitions or scholarships to the universities; and I should very much like to have an extended scheme for the augmentation of those exhibitions to be given upon examination to the best boys in the schools, and to make them large enough to afford competent means of support in a university, if we could have colleges there so regulated as to give a cheap and at the same time a valuable education. At present numerous exhibitions for grammar schools are still limited to the old scale of emoluments. There has been a mischievous principle of construction acted upon in the Court of Chancery. At common law, if an estate is charged with a certain annual sum of money to A. and his heirs, and so charged is given or conveyed to B. and his heirs, B. is the absolute owner, subject only to the money charge, which is never augmented, however much the estate may increase in value. Unfortunately this rule of property was applied by Lord Eldon and other judges to trusts for charities; and it was held that if an estate was given to charities, and certain definite sums were directed to be paid out of the rents to some charities (suppose grammar school exhibitions) and the residue was given to another charity, such last charity was entitled to the whole of the augmented income, and the particular sums were not to be proportionately increased. I think this was a great mistake, but it is the law. An important case decided on this principle was that of the Attorney General *v.* Brasenose College. Amongst other things, some such course as this might be adopted in England, a vast number of little parochial charities, so small as to be almost useless. They are, in point of fact, administered much in this way; they fall into the hands of the clergyman, and he gives away a certain number of loaves, or some other small benefits, and uses them as an inducement to come to church. They are of no real value taken separately, but gather them, consolidate them, and you will find they amount to a very large sum of money; carry them over to the purpose of augmenting or founding exhibitions in grammar schools, to be given to the most learned and the most promising boys, who gain them, by competition, for the purpose of going to the universities, and although they ought not to be put under any restraint with regard to their profession, I think the probability is that by far the greater number would take orders in the Church of England, and in that manner the Church of England would be supplied to some extent with young men taken from the humbler classes, receiving an education not too æsthetical, with habits of mind and habits of body that would fit them to live in small benefices and in rough districts. That appears to me to be one useful purpose to which these grammar schools might now be made subservient. There are some minor unimportant matters which perhaps it is hardly necessary to mention; but when I speak of religious education being excluded, I think there would be means of producing in the boys a religious habit of mind without inculcating any particular doctrines. I think that might be done by the daily reading of certain portions of the Gospels, and other agreed on books, and also by a practice which has been greatly neglected, although it was originally one of the chief objects in all these schools, and that is the use of church music and chants. Perhaps no religious sect would object to the boys, at a certain time of the day, being taught to chant the Psalms, and in that manner a good effect might be produced on the minds and feelings of the boys: probably a suggestion not of much weight; of course it would not be an object of legislation. But there is an important point I would mention, and that is, many of these schools have been founded in localities which at the time promised to be, or perhaps were, very populous, but which now have ceased to be

populous, or to supply a sufficient number of boys. I should like to have legislative power to transplant those schools, and also power to consolidate schools, and to transplant the consolidated foundation to a more favourable locality. I should think grammar schools, being all regarded as charities, were intended to be used and ought now to be administered for the purpose of giving a thoroughly good education to the children of the middle classes, who, if able, should pay capitation fees, and to the children of the lower classes; and I should be very glad to have the power of taking out of the ordinary national schools, or other inferior schools, the most promising boys, and grafting them into the grammar school, and there giving them a superior education. There is another minor point which I would mention, which is this, that one of the great impediments to an effective education of the boys of persons in humble life is that the father cannot afford money for books. I think it should be part of the application of the charity funds to supply promising boys with books *gratis*. We all know very well the great advantage which one boy has over another if the one has a superior lexicon; the one may have a very small epitome of a dictionary, and the other may have a dictionary with a great number of examples and illustrative citations, which gives him superiority. I have now in a desultory manner, and without preparation, mentioned to you the chief objects which have occurred to me in my experience, and I shall be very happy to answer any question.

16,626. Of the various points to which your lordship has adverted, I will take first the subjects taught in grammar schools: is it maintained by the courts at present to its full extent, as laid down by Lord Eldon?—No, not fully, but to this extent still, that it is impossible to depart from or to emancipate the school from being a seminary to teach the learned languages.

16,627. I think for some time there were conflicting decisions in the Court of Chancery concerning these points according to the views of the different judges?—I do not remember that on the subject of the meaning of the word grammar there was ever a difference of opinion.

16,628. I believe now there is a very general uniformity of decision in the Courts of Chancery?—The schemes are very large with regard to the subjects of education; but still additional subjects are always treated as adjuncts to the original. Perhaps it would not be desirable to abandon that altogether; but still it has the effect of making the schools places too much of pure classical education, and producing the impression on the lower orders, or the inferior class of tradespeople, that these schools are no places for their children.

16,629. With regard to the question of boarders. May it not be the case that the power to admit boarders may in some cases make it worth the while of the master of very superior qualifications to take them and indirectly produce the aspect of giving better education for the humbler classes?—That is very possible; but a man must possess model qualities that are very rarely to be found. See how it operates if you have a master with boarders; you generally come to the erection of new buildings for the charity, and the first item is an expensive house for the master, as it was in the Manchester school, where the master had an expensive house built for him with a double coach-house—a schoolhouse of gentility. He had a place built for the boarders out of the money of the charity to accommodate 20 or 30 boarders. And thus you take four or five thousand pounds out of the charity to answer a purpose which is alien to the charity.

16,630. (*Lord Stanley.*) Upon this question of boarders, do I understand your lordship to carry the principle which you laid down so far

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as this, that you would endeavour to exclude boarders even in cases where the usage in favour of admitting them had been uninterrupted for a century, or perhaps for two centuries; would you pass by that usage?—The case put by your lordship must be considered with reference to the original trust. Was it a trust for the benefit of the locality, or was it a trust that would include all comers from every part of the kingdom? From ordinary grammar schools with local trusts I would exclude boarders for two reasons. First, because understanding by boarders, pupils in the house of the master, who remunerate the master, you give the master a direct interest to promote the benefit of that class of pupils at the expense of the others, and although it may be very well to say that an honourable man would not regard this, I hold that the universal principle of education and administration of justice is that a man should never be allowed to stand in a situation in which his interest is at variance with his duty. That is the first ground on which I would exclude boarders. Secondly, I exclude boarders because if a charity requires that the master should have a house, then if he receives pupils into that house, somehow or other he will get his house accommodated to the pupils at the expense of the charity.

16,631. Take such a case as this: the case of landed property left to found a school in a neighbourhood not particularly populous. That landed property increases to twenty, thirty, or fifty times its original value and greatly exceeds what is required for the wants of the immediate neighbourhood, in that case it has generally happened that a great public hold has grown up on the foundation of that which was originally a small grammar school. What, in such a case, would you do with the surplus funds?—First of all, where I find a thing which is the growth of centuries, and which is in itself beneficial, I would not attempt to pull it down in order to reconstruct it in conformity with these original principles. The growth of ages, if it be beneficial, should remain, but if, in a case such as that put by your lordship, all the benefits of an existing institution (in a strict, severe, and economical administration) can be abundantly answered, then I would make that clause I mentioned to you as to the transplanting of charities large enough to sweep and gather in the surplus of the fund and make it available elsewhere.

16,632. With regard to the proposition of transplanting a school from a place where it is of little use to a place where it would be of greater use; that can now be done, I presume, by the authority of Parliament, and there are instances where it has been done?—Anything can be done by the authority of Parliament; but I do not know of any Act that now enables it to be done.

16,633. Do I understand that you would leave a discretionary power with the Court of Chancery, or with any other judicial authority, to say not only that the school shall be transplanted, but to decide to what place it shall be transplanted, because a variety of conflicting claims would probably in such a case arise?—I think power of that kind might be given to the Privy Council. I think certain parliamentary limits might be laid down to determine when the thing had become defunct or required to be transplanted.

16,634. The difficulty as to the solution of which I was asking was this. We might all agree that in the case of a school richly endowed in a sparsely populated district there ought to be a transplantation to some other place: but then the question would arise to what other place the removal should be? And I would ask you whether you would think it desirable that either the Privy Council or any court of justice should have so entirely a discretionary power as is implied in your former

answer ?—Yes, I think so. I think the Privy Council would act with advantage. There would be an opportunity for numerous applications; those applications would be tried by the necessity of the case, the number of the inhabitants, the existing endowment, and the opportunities that would be presented of the school being an instrument of good. I think all that might be tried well by the Privy Council. I am very little disposed to entrust large discretionary powers of that kind to a court of justice. The habits of a court of justice unfit them for those large views which should regulate the exercise of such powers.

16,635. (*Lord Taunton.*) Might the Charity Commission be usefully employed in preparing the question for the Privy Council ?—I think so, as auxiliary to the Privy Council.

16,636. You would not think it right to give to the Charity Commission an absolute and final power in any matters of this kind ?—The Charity Commission are in their infancy. I have no doubt that they will grow to be a very important institution, but at present, as compared with the Privy Council, they would hardly claim to exercise the same power.

16,637. (*Lord Lyttelton.*) You mean the Judicial Committee ?—No; I would rather have the Privy Council.

16,638. (*Lord Stanley.*) Would you, in such such a case as that we have been speaking of, give the preference to the county in which the charity was situate ?—Yes, *cæteris paribus*, supposing that another town in the county were shown to have great need. It is a very difficult matter to determine, but I think it is better, where you can, to preserve the principle of locality of administration.

16,639. If, for instance, in Devonshire there was a school such as that which you have described, you would look around Devonshire to see if there was any other place in that county in need of the assistance to which the surplus fund could go ?—Perhaps it would be rather a narrow way of dealing with it.

16,640. With regard to the consolidation of small endowments, of which you have spoken, taking such a case as this, that a man has left, say 1,000*l.* or 2,000*l.* for the benefit of the school of his own village. He has probably left that endowment with the view of benefiting his own native place, and to be remembered in it. I assume that such an endowment is not larger than could be usefully employed in the village, although it may be that, being combined with other endowments, it might be made of great use in some other locality. Do you think that the advantage of consolidating a multitude of such small endowments justifies you in disregarding the express intention of the founder, where it is admitted that the application of his endowment as intended by himself is useful, although perhaps not so useful as it would be by the change which you propose ?—No, I would not desire to interfere with the administration of such a charity, because I should, by so doing, greatly check the disposition to make charitable bequests. I particularly refer to charities of this kind. Perhaps in the year 1480 a man may have died and given 40*s.* to be given away in bread, which 40*s.* there is no power whatever of augmenting. Well, now the 40*s.* given away in bread is a small dole wholly unprofitable, but if a man had given 20*l.* per annum to have a better schoolmaster for a village school, or anything of that kind, wherever the charity has got a sphere of action and administration which enables its original purpose to be reasonably answered, I think it must remain.

16,641. You would require it to be proved that the endowment was either useless or mischievous, at any rate useless before you would interfere ?—Yes, understanding the word useless to comprehend this—

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a thing in itself so small as, *per se*, to be incapable of giving substantial benefit, but which, when thrown with other small items into a mass, produces good results.

16,642. The question has been put in this way. Here are a number of endowments of 20*l*., 25*l*., or 30*l*. a year each, applicable to small village schools, and the principal effect of those endowments is, that they save the pockets of the landowners and neighbouring gentry, and replace subscriptions to keep up the school, which would otherwise be forthcoming; in such a case as that, do you think that that is a sufficient ground for abolishing endowments which are not mischievous nor useless?—No, I think not. That has been very frequently discussed judicially in cognate cases of this kind. It may be said that every gift for the benefit of the poor to a certain degree lightens the amount of the poor rate, but you would not on that account disallow gifts for the benefit of the poor.

16,643. (*Mr. Forster.*) A suggestion has been made in the course of our inquiry that these small educational endowments which are at present a relief to the pockets of the people of property in the neighbourhood, who would otherwise give a larger subscription in order to obtain the Government assistance for elementary schools, should be used still for educational purposes, but in this manner, that they should be used as exhibitions for the more clever boys in the elementary schools to a higher class of school, where they might receive a more learned education, and possibly be qualified eventually to proceed to a university. Has that suggestion ever come before your notice?—Not practically. If I understand it rightly, it is this: suppose, for instance, that a man had given 20*l*. per annum to improve the local education in village A, and afterwards there is established in the neighbourhood of village A a very superior educational establishment that will provide the means of a better education to all the boys in village A, whereas if they were kept within the area of the smaller institution they would be prejudiced by the very fact of the village charity. In such a case as that I should think the spirit of the donor would be best answered by letting the boys of village A go to the better school, but converting the 20*l*. a year into an exhibition to be given to one of the boys from village A.

16,644. I think I understood your lordship, in reply to a question of Lord Taunton's, to say that the Court of Chancery had no power to alter the scheme of any grammar school, whatever be the circumstances of that school, however desirable it may be to exclude the teaching of the two learned languages; am I right?—It certainly was the established doctrine of the court, that it could not exclude from a grammar school the two learned languages. I do not know whether in the many recent Acts of Parliament there is any clause enabling their being excluded or disregarded.

16,645. We will suppose a school which, from the smallness of the endowment, or from the circumstance of the scholars that come to it or who would be likely to come to it being scholars quite in the lower middle class of life, however desirable it would appear that the scheme of that grammar school should be changed from teaching Latin and Greek to teaching what would be more useful to them in their future life, would it be in the power of the Court of Chancery to exclude Latin and Greek from the scheme, although they might add other teaching to it?—Unless there be some special power in some recent statute it would not, according to my notion of the law, be in the power of the court so to constitute the school, being a grammar school, as not to provide means for teaching the learned

languages, and therefore it would be necessary in appointing a master to such a school to appoint one competent to teach Latin and Greek.

16,646. I think I understood your lordship, in your exceedingly clear statement, to say that you believed the result of this limitation of the schools to Latin and Greek, and also allowing the introduction of boarders, had been to transfer the benefits of those schools to a class rather higher than that which was originally contemplated by the founder?—Yes, in many cases.

16,647. I think I also understood you to state that you would adhere rather strictly to the local limitations of the founder?—As far as it is possible. By local limitations you mean giving the benefits of the school in preference to a certain locality.

16,648. You would not suppose that the greater communication of the different portions of England with one another, and from the feeling of locality entering less into a man's daily life than it did at the time of the founder's, would induce you to alter your opinion?—You must remember how the working would be. Suppose a school founded in a particular town, which is a manufacturing town. All boys resident in that town should have free resort to the school. If I was a shopkeeper living in the neighbouring town, too far for my boy to go over in the morning and return in the evening, if I sent him to lodge with a person within the favoured limits, he should be admissible to the school; but I object to the boarders for the reasons I have already given.

16,649. Will you allow me to put again the case put by Lord Stanley. We will suppose an endowment which, by the increase of property, is very largely increased in value, and we will suppose that it is in a small agricultural district where there are a very few day scholars that could resort to it, and therefore that there is a large surplus. Supposing it was evident from the original trust deed that the founder had intended the benefit of that school to be not only applied to the particular locality, but to be applied to a certain class or rather not to be applied to the class who did not want assistance in education, would it be your lordship's opinion that the surplus, which might be very much over what was wanted for the day scholars of that district, ought to be restricted in its application to boys of the same class as that originally intended by the founder? I mean that if it was transferred to another place, or made use of out of that locality, it still ought to be made use of for the class for which it was originally intended?—I think so. I regard all these grammar schools as institutions that were founded for the purpose of enabling the sons of the middle and inferior classes to obtain that superior education which without such assistance they would not have, and if I get a surplus in town A. not at all wanted for the purpose of town A. on the most extended system of administration that is necessary, and I carried that surplus over to town B., it must be to be administered on the same principles.

16,650. I understand your lordship to mean this, that supposing the income of the endowment in town A. was very much more than was wanted for the lower and lower middle classes of town A., that it would be no answer to be given by the trustees that they had provided for that class which would enable them to appropriate the surplus to the education of boarders or the upper classes in that district?—I think not. I think there is the stamp of charity impressed upon every part of the income.

16,651. (*Lord Lyttelton.*) Does Lord Eldon's rule put Latin and Greek upon an equality, or are they both equally required to be taught; is no preference given to Latin?—Not that I know of; I do not recollect any scheme in which there has been a preference given,

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they are treated as being to be taught *pari passu*, of course something is left to the discretion of the masters. Looking at these schools, as what I should be very glad to make them, in a great measure, seminaries for the Church of England, it would be very desirable in schools with good exhibitions to have a master who was a good Greek scholar as well as a good Latin scholar.

16,652. That would apply to the larger schools?—It would apply to all schools to which I could give adequate exhibitions to be a sufficient pabulum to a boy when he went to the university.

16,653. With regard to the religious origin of grammar schools, is there no positive evidence with regard to any of them that the founder did intend an express religious education to be given in them?—With reference to those that were anterior to the Reformation, I do not remember any expression, because of course they regarded religion only as then existing under one form and one type. There are, I believe (it is a different subject which has not been much adverted to), in foundations made since the Reformation, expressions, which, in foundations subsequent to the time of William III., might be taken as giving a preference to the Church of England. I make a great distinction between endowments before the Reformation and Act of Toleration, and endowments after the Act of Toleration with an express reference to the Church of England, the last would certainly fall under a different rule where they could be adequately administered.

16,654. Is there not evidence, in the pre-reformational endowments, of a desire on the part of the founder that religion in a definite form should be taught?—I do not remember any distinction. Any form of belief, but one, was then criminal; in many instances there are directions that they should sing certain chaunts, that they should attend matins and vespers, that they should go to church, and other regulations of that description; but those all fall under the universal rule that made the observance of the Roman Catholic religion compulsory upon all.

16,655. You would deny the inference that upon the Established Church being reformed those religious provisions would pass over with the rest of the institutions of the country to the Established Church?—That I regard as one of the most mischievous doctrines of the day.

16,656. Is there not a legal doctrine, that in the absence of any reference to the bishop's power in these educational endowments,—still in some of them the bishop is held to be *ex officio* visitor of the school?—Not independently of statute, not to my knowledge. Suppose a school founded in the pre-Reformation times and no appointment of visitor, the visitation of the school did not, as far as I recollect, belong to the bishop of the diocese.

16,657. With regard to boarders, is it the case that there is a general feeling on the part of the parents of the middle class, as well as others, that the best thing that they can do for their children is to send them to a distance from home to a boarding school, as contrasted with the day school?—Partly, perhaps, out of indolence or convenience, and sometimes out of principle, where a man can afford to send his son to a boarding school, he thinks, perhaps, it might be a better thing for the son to be removed from the paternal roof for a short period of time.

16,658. Is not that deserving of consideration in the question of proposing to abolish boarding in all the endowed grammar schools of the country?—There will be abundance of boarding schools, besides these grammar schools.

16,659. For the middle classes?—For the middle classes.

16,660. Proprietary schools?—If a tradesman is able to maintain his son at a boarding school, I hardly thinks he comes within the class for whom this education was principally intended.

16,661. Do you think such a parent would send his boy to one of the new proprietary or private schools?—Yes, I think he might.

16,662. Is there not another innovation in the practice of the Court of Chancery, compared with the original terms of the endowments, as to the power to claim capitation fees?—There has been adopted by the Court of Chancery a practice, founded on the principle of benefiting the school, of enabling the master to receive from the day scholars a certain annual payment. I think in the Highgate school about 4*l.* a year are allowed.

16,663. Are those payments received in respect of the classical teaching?—They are allowed to be received by the head master, and therefore they would be in respect of his teaching. I do not think that they are allowed to be received in respect of any particular mode of instruction as contrasted with any other, but they are the price of the admission of the boy to the school, and somewhat analogous to what you have in the charity schools, the payment of the children's pence.

16,664. Would not the court stipulate that any boy presented for admission, and who was qualified for admission, should be taught Greek or Latin gratuitously?—The court feels itself justified in imposing this condition only on the principle of being compelled to do it in order to get a good master; it is a thing dictated by necessity; where you cannot get a master without a large payment, and you have no means of paying, then you must administer it on the *cy prés* principle; go as near as you can and let the boy pay as little as possible, but then it is paid in order to secure an effective master.

16,665. Do you think the *cy prés* doctrine, as applicable to these schools, is one which works in a satisfactory and intelligible manner?—I think it does not; but if the principles that I have mentioned were adopted, there would be no necessity for a *cy prés* application. The *cy prés* application proceeds on the hypothesis that the original application is no longer possible.

16,666. You would not go so far as the doctrine which has been suggested, that the intention of the founder in any case of endowment, after a certain number of years, might be disregarded altogether by some authority short of the authority of Parliament, on the mere ground of the lapse of time?—I do not agree to any such principle.

16,667. (*Sir S. Northcote.*) I think I understood your lordship, in the beginning of your evidence, to say that you would like to see the present interposition of the Court of Chancery for the establishment of schemes superseded by parliamentary enactment, so that the functions of the Court of Chancery would be practically limited to the appointment of new trustees and administrative matters of that kind?—My words were not that I should like to see it, but that I thought if there were laid down by Parliament some general rules, governing the administration, that the interposition of the Court of Chancery would become almost unnecessary.

16,668. Your lordship afterwards proceeded to indicate the various points which you thought the parliamentary enactment should deal with, and in going through those it appeared that upon many of them discretion must be left to some body or other; for instance, with regard to the consolidation of small gifts, and their application to exhibitions, it is obvious that the details must in each case be regu-

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lated by some body which could deal with particular cases; and so again, on the re-distribution of schools, that there must be some body which could deal with each case as it arose; to what body would your lordship propose to assign the function of dealing with these individual cases?—To the Privy Council.

16,669. Then, in fact, the Privy Council would have to make schemes?—Yes, where statutory powers were exercised by them.

16,670. Then it would come to this, that you would propose to transfer the power of making schemes from the Court of Chancery to the Privy Council?—No. You are speaking of cases where the interposition of a new statutory power would be necessary to amalgamate a number of existing things, or to transfer from the present site to another site an existing charity. That is a function which I would not give to the Court of Chancery, but to the Privy Council.

16,671. What would your lordship leave to the Court of Chancery?—I would leave (subject to the supposed Act) to the Court of Chancery and to the Charity Commissioners the same general subjects of jurisdiction and administration as they now possess.

16,672. Do you mean that in each case where any action was required in a school that the Court of Chancery should be invoked, or that there should be some other machinery which should be brought into play, subject to the control of the Court of Chancery in case that machinery did not act according to the provisions of the Act of Parliament?—For the user of the supposed Parliamentary powers I would go to the Privy Council, for all other matters to the Court of Chancery, including under that term the Commissioners of Charities.

16,673. Then, in fact, the matter would work somewhat in this way, that the Act of Parliament would lay down certain general principles, that for the application of these principles to particular cases, in which there were to be large transfers of funds or endowments, the Privy Council would act under the authority of the Act of Parliament; but for the carrying on the general daily administration of the schools, some body, such as the Charity Commissioners, should act, subject to an appeal to the Court of Chancery as to the question whether they were giving a proper effect to the provisions of the Act of Parliament?—Yes.

16,674. I think among the different heads you mentioned there was the question of Latin and Greek. Did I understand that you would propose to put into the Act of Parliament a clause giving power to the Privy Council, in cases where it thought fit, to relieve a particular school from the necessity of teaching Latin and Greek, or that the Act of Parliament should say that that should be swept away altogether, and that in all schools they should be relieved from the necessity of teaching Latin and Greek?—No; I would only meet what I regard to have been an erroneous apprehension of the subject, by declaring that these schools shall not be considered, where it is not desirable so to do, as schools which of necessity must have a provision for the teaching of Latin and Greek.

16,675. You say, "where it is considered not desirable so to do." Considered by whom? By Parliament, by the Privy Council, by the governor of the school, or by what other person?—That introduces an important subject, by whom the discretion shall be wielded. I think I would rather, if it were a departure from an existing foundation, have that departure made by the Privy Council; there are very great advantages in that. You can go to the Privy Council at much less expense. I hope there is no expense attending such matters at this time, if there is any it ought to be done away with. Then you go to a tribunal which, when

it does exercise a power of this kind, exercises it in a manner extremely satisfactory, and when it is exercised it is exercised once for all, and it is not made the subject of successive appeals. I think in the administration of such a power being a departure under a new law from an existing state of things, it would be desirable that so large a discretionary power should be wielded by the Privy Council, and not by the Court of Chancery. A question of that kind necessarily demands a great deal of deliberation, and it is hardly—I do not mean to say fair—but it is hardly possible to give a satisfactory answer instantaneously to a question of very great importance, such as yours, so as to commit one's self. I might desire that the first exercise of such a power should be given to the Commissioners. I do not want to give it to a judicial tribunal, it is not a desirable thing to give a judicial tribunal large discretionary powers. You had better have another depository. I should prefer that it should be first considered by the Charity Commissioners, with an opportunity of appealing to the Privy Council.

16,676. (*Lord Taunton.*) What do you mean by the Privy Council? What would that practically be, would it be the President of the Council, or the vice-president for the time being?—It would be desirable that the Privy Council should make some rule within itself, so as to create a tribunal for these purposes, similar to the Judicial Committee, but I should not desire it to go to the Judicial Committee for the reasons I have already given, that I do not think it is a proper subject for a judicial mind; but I should like it to go to the Privy Council, constituted, we will say, of the president, vice-president, of the Educational departments, and a certain number of councillors to be summoned.

16,677. Do you think it might be undesirable that it should go to a tribunal which had a party and political aspect in its constitution?—I do not think the Privy Council has that aspect. We have had very large questions discussed before it, questions in connexion with the Durham University and other institutions, and it is very easy to summon members who would form an impartial tribunal.

16,678. There would not be the objection which would apply to the Committee of Council on Education, which is, practically, closely connected with the ministry of the day?—There would not. I should have minds that were liberated from the obligation of regarding the question with any bias, legal or political.

16,679. (*Lord Stanley.*) With regard to what you say as to the unfitness of a court of justice to decide questions of this kind, do you put it in this way—that a court of justice is accustomed to proceed upon strict and definite rules, and that their function is to decide whether a certain property, according to law, belongs to A. or B., and, therefore, where they have to decide a question on which no actual right is involved, but which is a question of expediency and administrative advantage, they have no rules to guide them, and are apt to be at sea?—Yes; men who are always accustomed to contemplate a matter from the legal point of view cannot easily put themselves on the higher eminence in which, overlooking what they deem to be an obligation, they can view a subject upon grounds of general utility. It is the distinction between the judge and the legislator.

16,680. (*Sir S. Northcote.*) Does your lordship contemplate that when questions are raised, such as might be raised in connexion with this subject, they are to be submitted to the accidental body of men who may compose a committee of the Privy Council in this particular year, and that they are to go to the examination of these questions by no rules except their own opinion of what is desirable or undesirable, or are they to be bound by rules which are laid down in the Act of

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Parliament, which is to give them this power, and if so, to what extent are those rules to be precise?—You must remember first the nature of the subject that we have been dealing with. We are speaking of cases in which some power should be invoked to transfer an existing charity from its present field to a more productive field, or to control present principles of administration, and to adopt a larger or a different mode of administration. Well, now, all those subjects will require a considerable amount of local information and will be governed by one principle only, which, I hope, there will be no difficulty in finding men honest enough to pursue, what is the mode by which we can render this charitable institution most productive of the benefit it was intended to effect. You must recollect that I have begun by eliminating the sectarian principle.

16,681. I do not propose to do that; but when I say most productive of benefit, the question is who is to be the judge of what is to be a benefit. I think an illustration may perhaps be useful. I will take the illustration of the school of Shrewsbury. In the case of Shrewsbury there is a school which, by the direction of the founder, is distinctly provided to be a school for the education of boys in Latin and Greek. It is also for the benefit of the town of Shrewsbury. A desire exists on the part of a large number of the inhabitants of Shrewsbury to drop the teaching of Latin and Greek and to give to their boys in this school what is commonly called an English, or middle-class education. Supposing that any alteration in the scheme of Shrewsbury were under contemplation, and that the matter was before a committee of the Privy Council, it is obvious that there would be two views submitted them. On the one side the inhabitants might say it is desirable that there should be a change, because we think that teaching English subjects is more practically useful than teaching Latin and Greek. On the other side it might be said, that the will of the founder was that Latin and Greek should be taught, and that the school is doing a very good piece of work in teaching Latin and Greek, and it is undesirable that that should be altered. What I want to know is, are the members of the committee of Privy Council, when they are gathered together, to decide upon the view which they may happen to entertain of the relative advantages of an English education and a classical education, or are they to decide according to some rule which has been laid down for them by the Act of Parliament?—There would be no rule in such a case as that because they would be gifted only with a discretionary power. The only rule would be that the obligation to teach Latin and Greek should no longer exist where it was not required or interfered with something more useful.

16,682. I do not mean, of course, to contemplate that nothing else should be taught, but the question would be, are they to be allowed to drop the teaching of Latin and Greek, or are they to be compelled to continue to teach it?—I can hardly fancy a case in which it would be right to impose an obligation not to teach Latin and Greek.

16,683. What I mean is this, is the master to be at liberty to say, I will take boys into this school without requiring them to learn Latin and Greek?—Yes, he should be at liberty to do so. Then who is to give him that liberty, and upon what are they to proceed? First of all the persons that should wield the discretionary power, I think, should be persons indifferently selected out of the body of the Privy Council. The manner in which they should exercise that power, I think, should be upon a great body of evidence collected for the purpose. Evidence, not only of the wishes of the locality, but of the condition of the locality and number of boys that would be likely to be recipients of the

charity on the one footing, and the number of the boys likely to be recipients of the charity on the other footing; in a word, to give the best practical answer that I can to your question, they should not proceed upon their own notion of what is good, or what is more or less beneficial, but they should proceed upon evidence of what in the present state of circumstances would be most conducive to the greatest benefit of the greatest number in that place. Latin and Greek ought not to be treated as things *per se* essentially necessary, but as means or instruments only for producing good education.

16,684. (*Lord Lyttelton.*) Should they hear counsel?—That is a minor thing; I should say not.

16,685. (*Lord Taunton.*) You are not afraid of the process being very expensive?—I do not think it would be expensive.

16,686. (*Lord Lyttelton.*) Would they proceed on documentary evidence entirely?—That would depend upon the nature of the case. There would be a number of persons who would make their representation. Suppose, for example, there were, we will say 1,500 small shopkeepers and persons in the place, and that of the 1,500, 1,000 were to say, we have among us so many children, there are so many boys at this time fit to enter that school, and we should prefer the school being on such a footing, and there were 500 who would say the opposite; then, on the whole, the evidence of the first class would preponderate.

16,687. Should they be at liberty to hear counsel?—I have a very great respect for counsel, no doubt, but I think not.

16,688. (*Sir S. Northcote.*) Then are they to be relieved specially from the necessity of referring to the expressions of the founders will?—The very question assumes that.

16,689. That they are to be relieved by statute?—That is already the basis of the proceedings, that there should be no obligation.

16,690. (*Lord Lyttelton.*) Discarding the *cy près* principle altogether?—No, not discarding it.

16,691. (*Mr. Acland.*) Did I understand your lordship just now to reject altogether the idea of allowing anybody to deal with the general utility, ignoring the intention of the founder altogether. I understood your lordship to give a decided opinion on that subject?—No. I fear we shall get into a good deal of apparent contradiction; you must always remember the nature of the question. The question put to me was of this kind: suppose a small local charity actually administered in such a manner as to be productive of benefit, would you allow that small charity to be comprehended in the general rule that small charities shall be extinguished for the benefit of the larger. I said no, if it answers its purpose benefically at present I would not have it excluded. That is quite a different thing from what we are now dealing with.

16,692. (*The Dean of Chichester.*) With respect to the Privy Council you would have a fixed committee, you would not appoint a committee on every case, because that might produce a great deal of party feeling?—It is a difficult question to answer; you deal with a question of this kind with an assumption that there will be feelings in human nature which in other matters we do not assume. You appoint a Tory to the bench, you do not assume that he will make all Tory decisions; you appoint a Liberal to the bench, you do not assume that he will make every decree against a Conservative. If I appoint a member of the Privy Council to discharge a duty of this kind, why am I to assume that he will do it otherwise than honestly.

16,693. The one would be bound by rules, while in the other case

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they have an absolute discretion?—The discretion is a discretion bounded by the necessity of proving greater utility; the power is to take from A. where it is no longer wanted or where it is not useful and to give it to B., where it is much wanted and will be infinitely more useful. Those are the conditions of the power.

16,694. I do not think the case, as your lordship put it just now, is quite parallel. You may have a Tory judge or Liberal judge, but you do not appoint a Tory judge or a Liberal judge in the particular case, he is appointed generally. You may have a committee of the Privy Council in that way, but if a case comes before the Privy Council, and then you appoint a certain number of persons to decide it, there may be a tendency on those who appointed the committee to appoint them in one way?—I should be very sorry to introduce the principle of having so many on one side and so many on the other, for then I should admit that most vicious of all things, viz., that you are to constitute on party principles a tribunal which ought to be governed by the highest moral considerations.

16,695. To avoid that you might appoint a committee of the Privy Council always to attend to these cases?—Well, perhaps it would be better. Perhaps you are quite right in that; in order to clothe them with a character that ought to inspire feelings of respect for their decisions, I should desire, perhaps, to have a permanent body.

19,696. Your lordship said that you would alienate charities that you considered useless; for instance, doles of bread?—Small charities.

16,697. Would not that involve the principle which you just now condemned; that you may deal with any charities after a certain period for the good of the country generally?—No, I think not; because it is founded on this, that the charity in its present state is almost useless. A charity of 40*s.* in bread, founded 200 years ago, might relieve many persons, but now it is too trifling to be of real utility; it does no good. It is a charity in itself so bounded, so limited, that its application is no longer productive of good.

16,698. There may be two questions on that point; it involves the principle that you may deal with any charity after a certain period?—Nothing is more mischievous than when you are dealing *de minimis* to say every trifle involves a principle. There is no principle but what is governed in its application.

16,699. You must take the principle and apply it to the small things in order to test it?—*De minimis non curat lex.* I would transfer those small charities only which are now useless, and because they are useless.

16,700. (*Mr. Acland.*) Your lordship's opinions, as I have understood them, proceeded very much on the supposition that the views which you expressed of administration were favourably received by the Legislature, but we have to deal with a state of things in which there are a very large number of local interests; interests of schoolmasters and others, and we have received evidence tending to show that the judicial action very much hampers the gradual expansion of those institutions. Now it seems to me very desirable that we should know from your lordship what alterations in the working of the tribunals should be made on the supposition that the alterations are gradual and do not proceed on those new principles which you laid down in the opening of your statement?—I stated to you those subjects which I thought required legislative interposition in order to relieve the judicial tribunals from the necessity which they are now under of following existing rules.

16,701. Supposing the Legislature should not favourably receive the proposal, either of a private individual or of the Government, to abolish

all religious restrictions, to abolish all direct recognition as a matter of course, of classical instruction in a considerable number of these foundations ?—To abolish the obligation ?

16,702. Yes. Supposing what some persons may consider sweeping alterations were not favourably received by the Legislature, we might still find that the existing schemes very much hamper the action of trustees, as we have been told by other witnesses connected with the law, that some portions of the Grammar Schools' Act are exceedingly restrictive on the court. Will your lordship kindly point out in what way we might, without introducing these new principles which you began by laying down set trustees free to act according to the wants of the time and the reasonable requirements of parents ?—It is difficult to do that in the abstract, the best mode is to deal with particular cases.

16,703. We have been informed that the court finds itself very much hampered by the third clause in the Grammar Schools' Act, which, as I understand, prevents any existing bodies from relieving trustees from the duty of requiring the master to teach Greek and Latin, though the funds may be quite inadequate for the purpose. Would your lordship think it desirable that that clause, or any other portion of the Act, should be repealed ?—Of course I would have it repealed. I understand your question to be this : if we go to the Legislature, and the Legislature accepts the principle, the difficulty vanishes ; but, supposing the Legislature does not accept this view of the subject, then what can be done consistently with the present state of the law ? Well, now the present state of the law is here recognized in the third section, and it is very unfortunate that it was so recognized, because we might have got rid of the erroneous notions that had been established if it had not been that they are here so recognized. Now in this third section the obligation to teach Latin and Greek, or rather it should be more correctly expressed an obligation to provide for the teaching of Latin and Greek is distinctly recognized. Then you must provide a man competent to teach Latin and Greek and to teach it well, for it is no good for a man to teach Latin with false quantities, or to teach Greek in a manner which no person would recognize ; you must have able instructors in Latin and Greek, for that purpose you must pay them, but you have not the means of paying them. What are you to do ? The school is shut up. Now what is to be done consistently with the present state of the law in such a case as that is what I do not know ?

16,704. My question is not exactly what has been done consistent with the present state of the law ; but, supposing the Legislature unfavourable to receive these sweeping principles laid down at first by your lordship, are there not minor alterations, such as the abolition of that clause on other special decisions, which might give great facilities to trustees to deal with the circumstances of a locality in their own discretion ?—That is smaller legislative enactment. You must have a legislative enactment, but a smaller legislative enactment.

16,705. Yes : what minor alterations would be desirable to set trustees free to act according to circumstances ?—That would require a great deal of legislative thought and preparation ; and it is hardly to be expected that I should commit myself to any scheme. What occurs to me at present is this, that if the Legislature would not adopt the general and universal principle you might give a power of going to the Privy Council to dispense either altogether or in *rebus existentibus* with the obligation.

16,706. I will ask this question. Would your lordship think it expedient or inexpedient to enact that existing trustees of grammar

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schools should be allowed to regulate at their own discretion the duties of the masters, the objects of instructions, the salaries of the masters, and also to have the power, if they thought fit for the benefit of the school, of charging a small capitation fee?—I should not like to give such extensive powers to trustees.

16,707. May I ask on what ground?—The ground would be that I could very seldom find men that I should like to trust; besides that, it is a power having such a large public scope, such a large extent, that I think it ought to be exercised in a more public manner and upon grounds that would be rendered more public than the private representations and influences that might act upon trustees in their private room.

16,708. I did not mean in my question to exclude the possibility of certain formalities being observed in these gradual changes, and I should follow my question up by asking what kind of supervision or inspection your lordship would think most desirable to guard against the abuse of such powers?—It is impossible to have supervision; you would have an intolerable number of appeals. If you gave the power to trustees and to any person in authority to control them, you would have perpetual appeals to that authority. It is a power that ought not to be exercised except in an open way and upon grounds that would be rendered public. That would not be the case with regard to trustees, and therefore it would be desirable to give the power either to the Charity Commissioners or to the Privy Council, certainly not to the trustees.

16,709. If I rightly understood your lordship, a great part of your evidence has gone on the presumption that gratuitous education of whatever kind is a decided benefit. We have had a great deal of evidence tending to show that gratuitous education in Greek and Latin, and also in other subjects, is not appreciated, and tends to very great abuse, and that it is far better for the interests of the boys themselves, and for the general usefulness of the foundation, that a reasonable scale of payments by the parents should be established, and that the endowment may be more advantageously used in opening exhibitions to competition amongst the boys who ordinarily pay?—Gratuitous is a term of degree, and it does not of necessity imply that there should be no payment whatever. I think it would be desirable in almost all cases that there should be a small payment to the master, or, if not required for his remuneration, to an exhibition fund. I quite agree in the observation that any cheap and nasty education is not much appreciated. In my own case, I was educated until I was 13 years old at a school where my father paid only 12*l.* a year. Suppose that education had been 30*l.* a year, it might have been a considerable obstacle. The same observation applies to the education of Lord Eldon and to the education of Lord Stowell; they went from their father's houses to the grammar school at Newcastle, and probably paid at that time 5*l.* or 6*l.* a year. A small payment would not be an obstacle to the education, but it should not be a payment that would tend to exclude the sons of persons in a very inferior order of life.

16,710. Is it within your lordship's experience, as far as these cases have come before you, that there are a great number of cases in which the endowment is adequate, without any extraneous assistance, to the maintenance of a good staff of masters, capable of giving a good liberal education to a large portion of those who desire to come to the school?—In many cases I have found the endowment abundant for the purpose, but I have not the least objection to a small capitation fee; then, if the education in the school was attractive, in all probability the endowment would, by that means, afford more exhibitions or prizes.

16,711. With regard to the constitution of this committee of the Privy Council, is your lordship of opinion that it is decidedly undesirable that that body should be in any way connected with the responsible Government of the day, bearing in mind that the Committee of Education, as now constituted, is more or less obliged to follow precedent, and to be controlled by Parliament in the gradual changes which it makes; and does your lordship think that it would be objectionable that it should be conducted by a department responsible to Parliament?—Every man answers such a question according to the constitution of his own mind. For my own part I cannot conceive any man exercising such power, whether he be connected with the Government or not, who should be influenced in the exercise of it by any motives but those of the highest and purest kind. But then you must remember that that, like everything else, must be exercised with reference to the satisfaction of the people.

16,712. Supposing the decisions of this body to be found, after three or four years' experience, to require amendment, how would you provide for the reviewal of their decisions?—The ordinary rule of a court of justice would not apply. Each case would depend on its own circumstances, and the decision of the Privy Council in the case of town A. would not be considered as a binding obligation in the case of town B.

16,713. Nor would it take into re-consideration the case of town A. on proper representation?—You must remember the maxim, "*Interest reipublicæ ut sit finis litium;*" but if the circumstances of town A. altogether changed there would of course be a review.

16,714. (*Sir S. Northcote.*) You would not say that a decision in the year 1866 were to govern future decisions?—No, not under different circumstances.

16,715. Would your lordship name any particular time?—In all these cases in the Court of Chancery no scheme is final. There may at any time be application to review the scheme. There is some check upon it, because you are obliged to get the consent of the Attorney General, and there is a further check upon it, namely, that an application to review must be made by the parties at the risk of a considerable expense; but it is impossible that you can have finality in a matter of this kind, for the local circumstances of the district may, in 50 years time, be considerably altered.

16,716. (*Mr. Acland.*) Would your lordship propose to give to this body any administrative power? The Committee of Council on Education is now in some degree a legislative, and in some degree an administrative body?—Hitherto we have spoken of them as the body who are to be donees of the great discretionary Parliamentary authorities which it is proposed to create by statute. I think pure administration had better be left to the Charity Commissioners. These are matters upon which experience is of great value. The Charity Commissioners are a body of gentlemen taken from the first ranks of the profession, and who devote their minds entirely to it; and they can tell exactly the results and expediency of a particular scheme, and can therefore exercise a very wholesome prudence.

16,717. (*Lord Lyttelton,*) Would you let the Charity Commissioners decide any cases which are contentious?—No.

16,718. (*Mr. Erle.*) Must not the board of primary jurisdiction entertain questions though they may be subject to dispute? Supposing two parties in a limited locality are representing different views of their own, would you not allow the Charity Commissioners, or whatever the primary jurisdiction might be, to express a judgment subject to appeal?

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—You have not the power of examining witnesses before you on oath, and you have not the power of exercising a contentious jurisdiction. I would give you what would be a very valuable power—the power of mediation, the power of hearing the parties, the power of endeavouring to bring them together; but when you speak of a contentious jurisdiction, that of necessity means jurisdiction in a court of justice.

16,719. I ask the question simply from the difficulty of defining what will be a contentious jurisdiction, because if there being two parties in an ordinary case representing different views makes the question contentious, is it to stop the jurisdiction?—A contentious jurisdiction of course is a question on which a controversy arises, capable of being determined only by a court of justice.

16,720. I am not speaking of questions of right or property, but merely of administrative questions, whether it is desirable that a school should be constituted in one way or another, or that a general charity should be applied to one purpose or another; there may be very different views taken in the same locality?—The power of deciding controversies of that kind as incidental to the settlement of a scheme would be given to the Charity Commissioners; but then that would be subject to appeal.

16,721. The mere fact of there being contention should not stop the exercise of the jurisdiction?—It is a difficulty of words. I thought when you spoke of contention you meant judicial contention. The fact of there being dispute should not stop you.

16,722. Under the present law, which was enacted under a sense of the difficulty that attended that question, the Charity Commissioners are enabled to decline exercising jurisdiction where they think it proper from the contentious character of it. It was felt necessary to give the Charity Commissioners the discretion to refuse or to accept jurisdiction in particular cases, from the difficulty of distinguishing what case should be considered contentious. Do you think that an inconvenient law?—That must depend a great deal on the subject matter. Suppose you have got an application made to you to remove a schoolmaster, I should think that would be a very difficult power for you to exercise.

16,723. We are required to exercise that power?—Then that is subject to appeal. You have not got the means of exercising that power in a satisfactory way. Let us take this case. Suppose there is a charge against a schoolmaster for an immoral act, you have no power to examine witnesses on oath in a public court.

16,724. The law does empower the Commissioners to receive sworn evidence.—Can you summon a witness before you?

16,725. Within a given distance. We send an inspector if it is beyond the distance.—Suppose there is a charge made against a man, such as was made against a clergyman the other day, that he had taken liberties with a schoolmistress or a school girl, do you suppose a question of that kind could be brought before one of your inspectors?

16,726. It is the existing law. We have been speaking, to go to a different subject, of an entirely new jurisdiction to transfer charities from one locality to another. Has your lordship at all considered within what limits the existing jurisdiction to make new schemes may be extended, where the application of the charities is to be confined to the same limits, and it is only a question in what form they shall be applied to the benefit of the same population?—Changing the nature of the charity?

16,727. Yes?—That is not transplanting it?

16,728. No, I speak of re-applying it?—There are very large powers

at present in the Court of Chancery for that purpose. Take the case of a charity which cannot be altered under the *cy pres* principle, but which it would be very desirable to convert into a different kind of charity, is that what you mean?

16,729. Yes, quite so. Would you extend the jurisdiction of the Court of Chancery, for instance, or Charity Commissioners to alter the trusts, not changing the recipients at all?—This is wholly beyond the scope of your inquiry, which is grammar schools. You are putting a case in which a gift for education might be converted into the establishment of an eye hospital.

16,730. I will put this case. A trust for the general benefit of the poor of the parish would of course include education as one of the best means of promoting their good?—Quite so.

16,731. But if the trust be hampered by particular directions that the whole benefit of that charity shall be applied on a given day of the year or the like, should there not be a jurisdiction to remove such constraint?—That would come under such a head as this: where there is a particular direction which is at variance with a large administration of the charity, that but for the direction would be competent, then I would give the Court of Chancery power to sweep away such a direction.

16,732. Some legislation is required for giving more general and larger powers?—Yes. But it is impossible to give a more precise answer, unless you give a definite and distinct question.

16,733. The result of charitable endowments, whether to do good or be wasted or to do harm, depends most materially on the qualifications of their administrators?—Not always. I have known a charity demoralise a whole parish.

16,734. But still the same charity, with judicious administrators, might do good. That, I think, would be the common experience?—Then came the difficulty with the parish to which I referred. It was a parish in which the water of charity was so abundant that it drowned the land, and yet we could not take away a drop of that water to give cultivation to the parched district that lay adjacent.

16,735. It has not occurred to you to consider whether any local boards, or any stipendiary trustees, or any new organization, could be devised with advantage for the application of general funds?—Then you see you come to the great difficulty that has been pressed upon me with regard to the composition of the Privy Council; and if there be that jealousy as to administration by persons standing in so high a rank as that of Privy Councillors, how great would be the jealousy with regard to administration by a local board? You must not commit to any person the mode of administering a charity so as to allow it to be doled out, to be given or to be withheld according to his pleasure. I observe in the people of England generally that there is a great disposition to be content with the administration of justice when that administration proceeds from persons of the highest authority, but there is not a disposition to be content with it when it comes from an inferior source.

16,736. Considering the great difficulty of finding trustees of a sufficiently high class, or sufficiently high constitution, in point of personal character, to administer local charities satisfactorily, do you think that there might be an elective body for good districts?—Yes, in matters of administration, provided you can lay down rules and have the administration governed by the written rule, and not according to the living discretion.

Rev. R. Whiston.

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The Rev. ROBERT WHISTON examined.

16,737. (*Lord Taunton.*) I believe you were formerly a fellow of Trinity College, Cambridge?—I was.

16,738. You are now head-master of the cathedral school at Rochester?—Yes; sometimes called the King's school, as at Canterbury.

16,739. I believe you have paid a good deal of attention to the subject of these cathedral schools generally?—I have.

16,740. Will you have the kindness to give us any general statement as to the principles and objects for which they were founded?—In the first place I would mention that these cathedral schools are of very ancient origin indeed. I have an extract here with which, at this late hour, I will not trouble you; but it is to this effect, that these monastic schools date at any rate from the time of Charlemagne. In one of his capitularies there is an order that every monastic institution, and every abbey, and every priory, should have a school attached to it. There are several authorities bearing upon that point, to which it is not necessary that I should call your attention. I could with great facility do so, and I will do so if your Lordship wishes it.

16,741. Are those schools numerous throughout England?—Does your Lordship refer to cathedral schools.

16,742. Yes?—I think there is a cathedral school attached to almost every cathedral, except Norwich and Winchester, and perhaps I may except York. There is a school at York called St. Peter's school, which, I think, is independent of the revenues of the cathedral, though I am rather inclined to fancy that the government of it is under the authorities of the cathedral; but schools of the type of Rochester are the schools of cathedrals of the New foundation, distinct from the schools of the old foundation, and I could easily enumerate what those schools are, if necessary.

16,743. Of the new foundation?—Yes. Canterbury is one. I will take Rochester, in the county of Kent, that is another, Worcester is another, Carlisle is another, and Peterborough is another, Chester is another, Ely is another, and Bristol also is another, and Gloucester and Durham. I think I have enumerated all. Perhaps I may also add that I should consider Westminster as falling under the same category.

16,744. Perhaps it would be convenient that in the first instance we should consider the case of your own school?—I should wish you to understand that I will state the facts (unless I specially except them) which are true of Rochester, and at the same time also are typical of other schools.

16,745. From what source is the revenue of your school, as applicable to education, derived?—Perhaps if you will allow me to state the facts in the order in which I have drawn them up, you will come to that in due course. I would first say that by an Act for founding the new cathedrals, 31 Henry VIII., Anno Domini 1540, chap. 9, there is a preamble in the handwriting of Henry VIII. himself. It is given in Cole's scheme of bishopricks, and is to this effect. It is recited in the preamble that these cathedrals were established "to the intent that "God's word might better be set forth, children brought up in learning, "clerks nourished in the universities, old servants decayed to have living, "almshouses for poor folk to be sustained in, and readers of Greek, "Hebrew, and Latin to have good stipends, daily alms to be minis-"trate,"—that is furnished,—"maintaining of highways, and exhibitions "for ministers of the church." Now that was the general object with

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which Henry VIII. wished these cathedrals to be founded, and the point to which I wish to call your attention is this, that educational purposes were as much the object of Henry's intentions as anything else. An Act of Parliament was passed to provide for that. Two years afterwards, in the thirty-third year of his reign, he gave a charter of foundation. Now this charter of *fundatio* applies (*mutatis mutandis*, of course) to all the cathedrals of the new foundation,—at least I believe so,—in which he states that he *founded* and created the corporation,—I do not say the individuals, but the corporation of the dean and chapter of Rochester, and the cathedral, (*inter alia*)—"that youth "might be liberally trained, old age fostered with things necessary for "living, and that liberal largesses of alms to the poor in Christ, and "reparation of roads and bridges, and other offices of piety teeming "over from them, might thence flow abroad far and wide to all the "neighbouring places, to the glory of Almighty God, and the common "welfare and happiness of the subjects of the realm." My point is that educational objects were one of the principal objects of the founding of these cathedrals of the new foundation. In this *Fundatio* the first dean and canons (Walter Phillips was the first Dean of Rochester) were constituted a corporation for legal purposes, with all the incidents of a corporation, and so on. And it is then provided, and legally speaking this is an important point, that this corporation individually and collectively "*se gerent, exhibebunt, et occupabunt* "*secundum regulas et statuta per Nos in posterum fienda.*" That is, I consider, legally an important point, for in founding the corporation of the dean and chapter *before* he endowed them, Henry VIII. provided that they should conform themselves according to and comply with statutes to be by him, the king, afterwards given to them. So that the obligations of the statutes are precedent to the legal estate which the chapter got by the *Dotatio*. Thus we come to this, that the dean and chapter were founded by the deed of *Fundatio*, with a provision in that deed that they should comply with the statutes, and be bound by and under the obligation of these statutes. Well, then comes the *Dotatio*, a few months after, June 21st, 1542. In this is an important point. All the grants are made to the *corporation* of the dean and chapter. No grant is made to the dean, nor to any separate member of the body. Well, then there comes the important point, legally, on which I take my stand rather, viz., that by this *Dotatio* giving the estates, several fixed charges are imposed upon those estates. Payments of 2*l.* or 30*s.*, and also a payment of 115*l.* to the Crown in lieu of first-fruits and tenths. Now I admit, and there is a reason why it should be so, with regard to these charges so imposed by the *Dotatio*, that they are *fixed* payments, and there is a very good reason for it in this case, because the payment of 115*l.* per annum has been sold for a consideration by the Crown to Guy's Hospital. Of course the Hospital gave the value for it at that time, and all those charges fixed in the *Dotatio* I readily admit cannot be increased by the law of Chancery, or by the law of common sense. It is also to be remarked that these payments are extra, and outside of the cathedral establishment. There is no payment provided for in this *Dotatio* to any member of the cathedral establishment. They are all to external persons and external objects. Then, I say, the question is whether the remainder of the *Dotatio*, after providing for these grants, is to be considered to be the property of the individual members of the corporation, or whether the surplus of those fixed payments is to be applied for those purposes for which the founder constituted that cor-

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poration. I say this, that so far as the *Dotatio* itself shows, the corporation must be held to take *all* that remainder beneficially for division amongst themselves, or nothing at all, by the *Dotatio* itself. What the dean and canons are entitled to, must be regulated by the *Dotatio* or by the statutes, and by the *Dotatio* they must either take all or none. I maintain they take none, that, subject to those fixed grants, the remainder is applicable for the purposes which the founder intended, and subject to the regulations of the statutes. I might also add, that the *Dotatio* gives the dean and canons decidedly the site of the cathedral and the precincts. About the same time also, Henry VIII. issued a commission to several gentlemen connected with the immediate neighbourhood of Rochester, and amongst others, to the then possessor of Cobham Hall estate, now Lord Darnley's, and he ordered them to assign to the dean, precentors, and others, to the minor canons, the scholars, choristers, the head-master and the under-master, *domicilia*—houses in which they were to live and maintain their families. So that I say, that by this Commission it is clearly shown that Henry VIII. intended that the boys on the foundation should be lodged, and I believe that the *fundationes* and *dotationes* of other cathedrals were similar, in substance, to those of Rochester. Then again, some time before the statutes were drawn up for the different cathedrals (all these statutes being of the same general character), a scheme was drawn up in each case, and submitted to Henry VIII. for his approval. I will only go through the heads of the Rochester scheme. It is the same in all cases. At least it runs in this way. First there is "a dean, for the corps of his "promotion 27*l.*" and likewise "item 4*s.* a day," 73*l.*, making 100*l.* a year. There are secondly, to be six prebendaries, each in corps 7*l.* 16*s.* 8*d.* That is 47*l.* for the number of six. Item to each 8*d.* a day, in dividend 12*l.* 3*s.* 4*d.* That is 73*l.*, making a total of 120*l.* Then four students were to be provided for, whereof two were to be found at Oxford, and two at Cambridge, each of them 6*l.* 13*s.* 4*d.* That is 26*l.* 13*s.* 4*d.* a year. Then there were 20 scholars to be taught grammar, every of them by the year 53*s.* 4*d.* Then a schoolmaster for the same scholars, 13*l.* 6*s.* 8*d.*, and also an under-master. After mentioning several other payments it (the scheme) ends in this way:—For the tenths so much; for the firstfruits so much; for the sum of all charges, 705*l.* 6*s.* 8*d.* And with the first fruits and tenths that makes 800*l.* 5*s.* 1*d.* Then comes at last, "And so, if it pleases the King's majesty, the church, to "bear all charges of tenths, firstfruits, and others, must be endowed "with the precise sum of 800*l.* 5*s.* 1*d.*" I say then, that it was clearly the intention of the founder that the revenues which he intended to give for the cathedral should be exhausted by the apportionment of them, and whenever that is the case, the Court of Chancery says there must be a *pro rata* augmentation. I have only stated what was the intention of the founder, or rather what he was prayed to do. He was prayed to provide for the cathedral church, and other objects, a sufficient sum of money to meet all the charges. It so happens also, that we have at Lambeth an account of all the estates, and all the items of each estate, given to each cathedral. The number of this Lambeth manuscript is 639, and it gives every item of the actual endowment, and sums the actual items up in this way. It says that the sum total of all the temporalities given to the said college of Rochester was to be 338*l.* odd, and the sum total of all the spiritualities was to be 482*l.* Now by spiritualities are meant tithes and parsonages. Then there is a deduction for proxies and other things, and a deduction for the Crown of 115*l.* And then it says, "There remaineth clear 691*l.* 2*s.* 9½*d.*" Well then,

the sum actually left for the purposes of the cathedral was 691*l.* And comparing that sum with the items on the statutes, it is exhausted within 8*l.* 7*s.* 11½*d.* *Rev. R. Whiston.* 26th April 1866.

16,746. (*Mr. Erle.*) Does it exceed the charges by that amount?—It exceeds the charges by that amount. Now the school portion of this was 99*l.* 18*s.* 6*d.* in the time of Henry VIII., or more than one-ninth of the whole endowment of 821*l.* That is what I have been leading up to. If I had stated it before, you might have taken it on my statement, but you would have had no facts for it.

16,747. (*Lord Taunton.*) What is the present condition of your school. How many boys are there?—61.

16,748. What is the payment by each boy, or by his parents, for education at your school?—There are 20 boys on the foundation. These boys pay nothing for instruction in Latin, Greek, mathematics, and English, but they pay for instruction in modern languages and in drawing.

16,749. What do those who are not upon the foundation pay?—They pay 14*l.* a year for instruction in classics and mathematics.

16,750. You have none but day scholars, I presume?—Yes; boarders as well.

16,751. How many?—Altogether, with myself and other masters, about 28.

16,752. (*Lord Lyttelton.*) Are those reckoned in the 61?—Yes.

16,753. (*Lord Taunton.*) What do the boarders pay?—If under 13, 45*l.* for board and tuition in these subjects which I have mentioned, namely Latin, Greek, mathematics, and English. If over 13, 54*l.* a year.

16,754. The day scholars come from Rochester itself, and the immediate neighbourhood?—Yes.

16,755. Do the boarders come from all parts of the country?—Yes, and all parts of the kingdom, I may say.

16,756. I suppose from what you have mentioned, that the social rank to which these boys belong is the upper division of the middle classes?—Professional chiefly; and the more respectable tradesmen.

16,757. Do you think you are able to give a satisfactory education to these boys?—Well, I should not say I was not.

16,758. What I want to know is, are the circumstances of the school such as to enable you to have a good staff of masters, in order to teach them?—I should like to state what we ought to have, and I was on the point of doing so. I can tell you what we have. There is myself, and a second master who was a distinguished University man, an assistant master, and a French master, and a drawing master. Those are the masters we have.

16,759. Are you able to receive all the boys that apply for admission as day scholars?—Yes we are.

16,760. Your school buildings are sufficient?—Yes, but they are what I consider of a very inferior character, considering what Henry VIII. clearly intended them to be, and the provision he made for the school.

16,761. What is the connection of your school with the dean and chapter, so far as relates either to the appointment of the masters, or the appointment of boys on the foundation?—With regard to the appointment of the masters I may say this, that the cathedral schools are, I believe, the first schools in which any provision was made in England for teaching Greek. The statutes provide that the head master shall be learned in Latin and Greek, and that his appointment shall be in the hands of the dean and chapter. They are to appoint a person. With regard to the boys I will state what the provisions of the statutes are.

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In the enumeration of the cathedral establishment, they say there shall be a dean and six canons, a master, under-master, and 20 boys, and they specify all those persons as those, *qui sustentantur*, or are maintained at the cost of the church. Well, then, the statutes say that there shall be *viginti pueri pauperes de bonis ecclesiæ alendi.* It describes them as those *qui sumptibus ecclesiæ aluntur*, and as *victum gratis datum habentes*, and it allows the sum of 2*l.* 13*s.* 4*d.* each for their maintenance.

16,762. Are these boarders?—Anybody.

16,763. Are the foundation boys boarders at all?—A foundation boy may either be a day boy or a boarder, there is no limitation.

16,764. Practically, how is it?—At this present time I have three boys on the foundation in my own house. I think the second master has about five. That makes eight out of the 20; and the others are, I think, boys living in the town and neighbourhood.

16,765. Is there any rule about that in your school; are you obliged to admit a certain number of the day boys gratuitously if they apply for it?—None whatever.

16,766. At whose discretion are those foundation boys admitted or elected?—I should add to my answer, this is not a local school; none of these schools are local schools, they are founded by the Sovereign of the country for all his subjects, and there is no more limitation, and no more local preference with regard to the admission than there is in Eton or Winchester. Now I will answer the question with regard to the mode of election. The Cathedral Statute provides with regard to these boys, there shall be so many boys, "Quos tamen admitti nolumus in pau-"peres pueros ecclesiæ nostræ ante quam noverint legere, scribere, et "mediocriter calluerint prima grammaticæ rudimenta."

16,767. (*Mr. Erle.*) Those are the qualifications for the boys; but who sends them?—The selection is managed in this way. The candidates are examined in Grammatica. I ought to have added that the sufficiency of their grammatical knowledge is left *arbitrio decani atque archididasculi* so that practically there is a veto in my hands; but still I cannot enforce the principle of competition, which I submit we ought to enforce, and which is enforced at Eton and Winchester, the provisions with regard to the foundation scholars of which are precisely similar to those at Rochester.

16,768. This is the examination; the dean and head master conduct the examination of the boys, but, who names the boys that are submitted to that examination?—Any boys between 9 and 15; and any of Her Majesty's subjects can offer himself as a candidate.

16,769. Does anybody name them?—Yes.

16,770. May they come in from the street?—Yes, if they like.

16,771. (*Lord Taunton.*) What is the revenue which your school derives from property?—Altogether it is 874*l.* 6*s.* 8*d.*

16,772. Besides the buildings free?—The buildings free.

16,773. (*Mr. Acland.*) Who keeps up the buildings?—The dean and chapter.

16,774. (*Lord Taunton.*) I believe you had a little litigation with the dean and chapter?—Yes, a very considerable one, and the arrangements were altered on that account: before that litigation the boys received 2*l.* 13*s.* 4*d.*; after that litigation they were raised to 16*l.* 13*s.* 4*d.*

16,775. (*Mr. Acland.*) Was that the 20 foundationers?—Precisely so. Not long ago I urged that 16*l.* 13*s.* 4*d.* was not sufficient, and I appealed to the bishop as visitor, and I said (in effect), "Now, my Lord, "I admit you are not competent to regulate the distribution of the cathe-"dral revenues, but I say you, as visitor, are bound to enforce the cathe-

"dral statutes." His lordship declined to raise the stipends. I said that 16*l.* 13*s.* 4*d.* was not sufficient, and I maintained that comparing it with Eton and Winchester, it was a wrong. However, the bishop declined to make any alteration, but notwithstanding the chapter raised it 5*l.*, and now it is 21*l.* 13*s.* 4*d.* Having stated that, I think you should receive this further information:—I said the spiritualties which I have mentioned, that is the tithes and parsonages, were 482*l.* Now the dean and chapter were by the late cathedral commission called upon to state what was the value of their tithes and their parsonages, which are the modern representatives of the spiritualities of the Lambeth Manuscript. They returned them, and I can say, and am prepared to prove, that the different items thus returned by the dean and canons of Rochester amounted to the sum total of 18,000*l.*, as against the old 482*l.* of spiritualities in 1542. Well now, if those spiritualities in the shape of tithes, which we all know are not so much liable to increase as land and houses,—if they have increased fortyfold, the fair presumption is, that the temporalities, the houses and the land, which originally were 338*l.* have at any rate increased in the same proportion; and if they have, the yearly value of the cathedral property of Rochester would be at least 32,000*l.*

16,776. (*Mr. Acland.*) I understand you to say that there are twenty stipends of 21*l.* 13*s.* 4*d.* paid to the boys?—Yes.

16,777. What other sums are paid besides those?—All the sums paid are included in the gross total which I have mentioned of 875*l.* 6*s.* 8*d.*

16,778. My object is to know what those sums are; are they for salaries paid to the masters, or what?—Included in that amount there is 150*l.* to the head master, 100*l.* for the second master, 10*l.* a year for an examiner, 10*l.* a year for firing and lights, 5*l.* a year which I have just obtained from the chapter, and never been able to obtain till last week, for a cricket field, and four times 41*l.* 10*s.* 0*d.*, which is 166*l.* for four students at the Universities.

16,779. Those sums, as I understand you, have been from time to time voted by the governing body of the foundation?—"From time to time" would hardly, perhaps, be an exact representation of the facts of the case.

16,780. Those are sums paid by the dean and chapter?—Yes; those are sums paid out of the corporate revenues of the church.

16,781. Do you consider that those sums are what they ought to be?—Certainly not.

16,782. (*Lord Taunton.*) Putting aside for the time your pecuniary relations with the dean and chapter, and the disputes that have arisen between you with regard to them, as to which the Commission has no means of forming an opinion, will you have the kindness to state any views that you may have, and any plan which may occur to you by which a school, such as your cathedral school, could be more extensively useful in a town like Rochester?—In the first place I should say this, that it could be made more extensively useful by there being appropriated to it a sum commensurate with what the founder gave to it.

16,783. I have already stated that we are not able to form an opinion with regard to that point; but whatever the sum was, greater or smaller, that you are entitled to, do you think that the system of a cathedral school, as at present existing in a town like Rochester, can be in any way modified so as to make it more useful to the community?—I will answer you as to two points. One is this: I think the system with regard to the examination of the foundation boys is anything but what it should be. In the first place, there is no provision made for any competitive examination whatever. With regard to the twenty

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students, the statutes merely prescribe that they should not be elected until they have learnt (noverint) to read and write "et mediocriter "calluerint prima grammaticæ rudimenta." Now "callere" means to have at one's fingers ends, and therefore implies a greater amount of knowledge than "noverint." Then there comes a question as to what *grammatica* means. I argue it should mean Greek; but at any rate, whatever may be thought of that, I also submit that mathematics ought to be admitted, and I will not say even whether foreign languages ought not to be admitted in the examination; but, I say, to limit it to the very elementary points of grammar is bad for the school and for the neighbourhood, and utterly inconsistent with the feelings of the present age, and that therefore the system of examination should be assimilated to the examinations at Eton, Winchester, and all our other cathedral schools. Any one can understand that to give scholarships without competition does an injury to the boys and to the masters, and is most prejudicial in every way; besides which, the statutes order that the scholars are to be "ingeniis quoad fieri potest ad discendum aptis et "natis." I think I have said that the statutes also provide that four students shall be maintained at the costs of the church in the universities, the allowance for which before my dispute was only 5*l.*; now I have got it raised to 41*l.* 10*s.*. But this, I maintain, is insufficient. Then, again, there is no provision made in the statutes for a competitive appointment of these students. I say this ought not to be the case. I have two or three boys in the school now, all of them well deserving, clergymen's sons, and they all want it. I do not know which of them the dean and chapter would appoint. I cannot say to the boys, "If you "work hard the chapter will give it to you;" or, "If you do better than "your neighbours, the chapter will give it to you." There is no provision for competitive appointment, and that is a great injury, and it is not making the most of the endowment.

16,784. (*Mr. Erle.*) Are they selected entirely from the foundation boys?—No; but I think, perhaps, the chapter would give a preference to them.

16,785. (*Dean of Chichester.*) Is the property commuted?—It is not yet commuted. This again is a point which I think I ought to bring to your attention. I say that injustice is going on now (because the school has not what Henry VIII. gave it), and I believe that the dean and chapter are at present in negotiation with the Ecclesiastical Commissioners for a commutation, which I say will perpetuate the injustice of which I complain. This morning I got an answer to this effect from Mr. Chalk: he writes,—

"I submitted your letter to the Ecclesiastical Commissioners, and am "directed to explain to you that any arrangement which may be made "for transferring to the Board the Rochester Capitular Estates, will "only have the effect of substituting for the average income now "enjoyed by the chapter from those estates, an income of the same "amount, but of less fluctuating character, and will not affect any "question touching the distribution or appropriation of the corporate "revenue.

"I am, dear Sir,

"Rev. R. Whiston, "Yours faithfully,

"Rochester. "JAMES J. CHALK."

16,786. (*Dean of Chichester.*) I do not think they make any regulations for the school?—No, though I say it to a dean, the practice hitherto has been that the deans and canons have provided for themselves, and left the school to take care of itself, as at Worcester. The statutes there provide that 40 boys are to be maintained out of the pro-

perty of the church, and the estates are commuted, and there is no provision made for the augmentation of the stipend of 2*l.* 13*s.* 4*d.*, each to 40 boys.

16,787. You compared the school with Eton and Winchester, those schools are for a higher class; is Rochester school intended for a higher class of boys, or for a middle class?—I am comparing the statutes of the foundations, not the social position of the schools.

16,788. I wish to know whether it is a school intended for the middle or upper classes?—It is a school intended for the middle classes and higher classes and lower classes, just as much as the schools of Eton and Winchester are. If you look at the statutes of Eton and Winchester, the provision made for foundation boys is entirely for poor boys; there is no doubt about it at all.

16,789. (*Mr. Acland.*) Do you think there is any social distinction applicable to Eton or Winchester, which does not apply to these places?—Not as contemplated by the statutes; most decidedly not.

16,790. (*Dean of Chichester.*) Is it your opinion that Rochester school should maintain that position, or would you lower it?—I should say this, that it should maintain its position and raise it, and that the position would be raised by introducing this principle of competitive examination, which is introduced in Winchester and Eton.

16,791. (*Mr. Acland.*) Is your site favourable to the expansion of a considerable public school?—Yes, I do not see why it should not be. We are perhaps rather removed from the centre of population at Chatham, but still we are removed from it in such a manner that I think we are advantageously removed out of its din and turmoil.

16,792. Are you so situated that the day boys in the school will be advantageous or not advantageous to the development of the school?—I do not think we could carry on the school advantageously without the day boys: the dean and chapter allow me 150*l.* a year; that is all I have from them.

16,793. Does your view of the efficiency and usefulness of your school, include the providing for the whole of the middle class of the town in which you live a useful and liberal education?—Most decidedly. I think if we do not provide that, we should be guilty of a great dereliction of duty, and should not deserve to exist at all. I think if a school placed as ours did not provide for its immediate neighbourhood, it had better be swept from the face of the earth.

16,794. (*Dean of Chichester.*) You find the two classes of boys mix together very fairly?—With perfect kindliness, and there is no difficulty at all; for instance, we have two Jews in the school, and we have not the slightest difficulty.

16,795. (*Mr. Acland.*) May I ask whether the feeling of the parents in Rochester, is favourable to the reception in your school of a liberal education, including classics?—Of course people will differ with regard to the meaning of the word liberal.

16,796. I say including classics?—Decidedly so.

16,797. Do you find that the parents of tradesmen or others, professional persons living in Rochester, object to make classics an essential element of their education?—Decidedly not.

16,798. (*Dr. Storrar.*) Do any other schools exist between the national and British, and your own school?—There is a school in the town called the Free school, which was founded some years ago by Sir Joseph Williamson, and which provides an education in English, mathematics, arithmetic, and lower classics, and I believe a little in French, for a lower grade than ours.

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16,799. Do they make a payment?—It is entirely free.

16,800. What is the number in the school?—I think at present not more than 50.

16,801. Do you know whether they make any payment?—They do not.

16,802. (*Dr. Storrar.*) Are there any private adventure schools?—There are two I think.

16,803. Are they well patronized?—I think not; they are chiefly for younger boys.

16,804. What motive would exist for parents preferring those private adventure schools to your own school, or to the free schools?—Of course a variety of motives might influence parents: if a boy was very delicate, or very dull, the parent might think he was not fit for the regular routine of a grammar school; or he might have a private objection to a little mixture in our school.

16,805. It would not prove any disatisfaction on their part with the education given in the cathedral school?—I should say not.

16,806. (*Lord Lyttelton.*) What is the population of Chatham and Rochester?—Between 40,000 and 50,000.

16,807. (*Mr. Acland.*) Do you think it desirable to group together the existing buildings and endowments, so as to secure that the whole of the class above the labouring classes should have access, either to a classical education, or to such an education as you have described?—I should not think it would be desirable to group them, and with regard to the free grammar school, though perhaps I should speak with a little hesitation, because I am not connected with it, still I say this, that the free grammar school was originally provided for the sons of freemen, who are a decaying and diminishing class, and the consequence is that it does not provide an education for the sons of the poorer class, as I think it ought to do. There is an increasing endowment of 800*l.* a year, and I fancy that this free grammar school does not provide that education for the poorer classes, simply on the ground that it is only open to the sons of freemen, who are a decaying class.

16,808. My question still remains; do you not think there is room for a considerable re-arrangement of the existing appliances for education in the City of Rochester, with a view to make a liberal or a useful education accessible to the whole of the people above the labouring classes?—Yes; but not in the way of grouping them.

16,809. I say, is there not room for improvement?—I should think there might be, especially with reference to the free grammar school.

16,810. Should you think it desirable that that restriction to freemen should be taken away?—Most decidedly.

16,811. Should you think it desirable that a moderate capitation fee, perhaps not exceeding 15*s.* or 20*s.*, a quarter, should be imposed as a general rule, and that a certain number of boys should be elected by competition to free exhibitions?—I think the place would benefit by such an arrangement. I think that a moderate capitation tax is always desirable; I think that a perfectly free education is not. My own opinion which of course you must take *pro tanto*, is, that a moderate capitation tax is in almost all cases desirable; I think it is desirable as a stimulus to the master, and I think it gives to parents who pay for their boys a greater feeling of independence, and makes them value the education more; unless indeed the feeling of independence is supplied by the pride of having succeeded at a competitive examination.

16,812. From your knowledge of those among whom you live, do you

apprehend any serious difficulty, in the event of the whole of those institutions being better administered, and the schools considerably improved,—do you apprehend any great unwillingness on their part to pay a moderate capitation fee?—I do not think I should.

16,813. (*Lord Lyttelton.*) You are acquainted with the recommendation on this subject in the third part of the Cathedral Commission?—I dare say I am; will you be kind enough to refer me to it?

16,814. "That in connexion with all cathedrals a grammar school should be maintained; the master's stipend to be not less than 150*l.*"—I should think no master of a cathedral grammar school would hesitate to say yes to it, only he would wish it in a greater degree.

16,815. Do you think the sum named is inadequate?—Perfectly so; I think it is unjust; and as regards the master's house I have a letter here from the head master of Canterbury school, who tells me there has been a house built there which has cost 6,000*l.* for the head master, and a house which, with ground, has cost 4,000*l.* for the second master. Whether this has been done by the Ecclesiastical Commissioners or the dean and chapter I do not know.

16,816. You would not recommend, for these cathedral schools, any attempt to limit or define the class of society from which the boys should be drawn?—Certainly not; I do not think it would succeed if you tried it.

16,817. (*Mr. Acland.*) Is there any other suggestion for the practical improvement of schools connected with the cathedrals which you wish to submit to the Commission?—I think some recognition ought to be made of modern languages, of which there is none at present made by the dean and chapter. And perhaps I ought to state this: the statutes provide that the master should teach *grammaticam et bonas literas.* Now I maintain that *bonæ literæ* may comprehend everything; but still there is no recognized *status* for modern languages in the school; we teach them, but it is a matter entirely of my own regulation.

16,818. (*Dr. Storrar.*) If the revenues of your school were very much augumented, so as to enable you to educate a much larger number of boys, from whence would you propose to draft those boys; would your population around you provide them?—I think it would. We have a population of between 40,000 and 50,000 constantly increasing. There is a proposal for enfranchising the chapter estates which would give us additional prosperity and greater population; for now there is a difficulty in getting freehold land for building.

16,819. It was in reference to that that the question was asked what number of boys there were between the British and national schools on the one side and your school on the other, and where they were educated?—Perhaps it is an important point with reference to your question that there is provision made for that class of boys in the free grammar school; and that is a school which I think you ought to examine.

16,820. Would there be any apprehension that if the most was made of the funds of the free grammar school, your means would exceed the demands of your local population?—That is a difficult question to answer. I do not think it would; because one generally finds this, that where a first-rate education is provided, the school is crowded with candidates, as at Birmingham.

16,821. Would it come within the compass of any proposition of yours, supposing the funds of the cathedral school to be very greatly increased, so as to exceed the wants of the locality, that you should institute a branch school in some other part of the county, an affiliated school, which might carry on an education the same as that conducted in the

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grammar school, or schools of humbler pretensions, to be affiliated to the head school?—That is a very difficult question to answer. You see you can only answer a question of that kind satisfactorily by considering a number of places. I think I may say this, that Rochester is an old centre or nucleus; Chatham and New Brompton are increasing in very large proportions, and there is no endowment there: if there was a surplus of educational funds at Rochester, I think it might be beneficially employed in establishing good schools at Chatham and New Brompton; that occurs to me at this moment.

16,822. (*Dr. Storrar.*) Is there any effective education at Gravesend?—None but private schools.

16,823. Could there be any possibility of sending out a sucker from Rochester to Gravesend?—I should think it a feasible scheme, and for the benefit of the inhabitants of Gravesend.

16,824. (*Mr. Acland.*) What is the religious basis of your school?—Of course it is Church of England; the boys on the foundation are obliged to go to the cathedral on Sundays, and to attend the cathedral on saints' days; they formerly attended on Saturday afternoon, to which I objected, and which I got altered.

16,825. Do you find dissenters desirous of coming to your school?—We have some dissenters, for instance, we have two Jews, I excuse them from all the religious instruction.

16,826. Do you apprehend that, with satisfaction to the immediate neighbourhood, your school might be on such a footing, as, while it continued its ecclesiastical character, it should still be a great benefit to the dissenters, and acceptable to them?—I see no reason why it should not be so. You could not conceive a person to whom, perhaps, *primâ facie*, it would be more ungrateful than to a member of the Jewish persuasion; but two of the best boys I have in the school are Jews. The fact is this, that they do not come in till after our prayers.

16,827. (*Dr. Storrar.*) They are day scholars, of course?—Yes, and they do not attend on Sundays. Curiously enough, they are so strict as this; they dine at my house, and to show how people adapt themselves to circumstances, I may say that these boys have their meat killed by their own Jewish rabbi, and sent to my house; they would not eat my mutton and beef, but have their meat killed by their own Jewish rabbi.

16,828. (*Lord Lyttelton.*) The children of dissenters do not learn the Church formularies?—I do not wish them to do it, and I do not impose it upon them; I would not say that the chapter wish that they should; but practically it come to this, that they do not.

16,829. That is the only thing which they do not do?—In every other respect they are in precisely the same position as the others.

Adjourned.

Tuesday, 1st May 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
REV. FRED. TEMPLE, D.D.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR

Mr. CHARLES LONG examined.

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16,830. (*Lord Taunton.*) Are you the head master of the school called Hele's school, in Exeter?—Yes.

16,831. How long have you held that situation?—For 5¼ years.

16,832. (*Mr. Acland.*) Will you state what your educational experience was; at what kind of school were you educated?—I was educated in what is now a middle school—a private commercial school.

16,833. I think you have filled various situations as assistant master?—Yes.

16,834. Will you shortly state them?—First, at Barnstaple.

16,835. In a private school?—Yes; classical and commercial; and also in a clergyman's private school.

16,836. Then I believe you were second master in the Diocesan Training School at Exeter?—Yes.

16,837. After that you took a National school?—An endowed school in London.

16,838. What school was that?—St. Andrew's, Holborn.

16,839. What size was that school?—140 or 150 boys.

16,840. Were you elected in open competition to your present situation?—Yes, from 54 candidates. I was elected in open competition in St. Andrew's as well.

16,841. Will you explain to the Commission the nature of the endowment of Hele's school; first of all, what was the endowment of the site of the building?—1,500*l.*

16,842. How was that 1,500*l.* laid out?—In building a school-room and the master's house.

16,843. Did they purchase the fee of the property, or did they lay out the money to greater advantage by taking some other course?—They laid out the money to advantage by taking another course. They had a long lease in the ground for 1,000 years in consideration of an annual rent of 15*l.*

16,844. They were, I believe, in consequence enabled to get much more for their money than if they purchased the property?—I think so.

16,845. What is the annual endowment?—300*l.* a year.

16,846. Do you know from what source the endowment is derived?—By a grant from the Treasury, arising out of some lapsed property of Elise Hele's which came to the Crown.

16,847. What are the rates of payment for the scholars?—Under 10 years of age, one guinea a year; above 10, two guineas.

16,848. Allowing five per cent. for the outlay on the purchase money, and counting the endowment and the payments for the boys, what is

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the actual cost of the education per head at your school ?—About four guineas.

16,849. What is the staff of masters ?—Myself, the head master; the second master; the third master; and three articled pupils.

16,850. What are the salaries of each ?—The head master, 150*l.*; the second master, 108*l.*; the third master, 70*l.*; and the three pupil-teachers, 15*l.* each on an average.

16,851. Will you shortly state in what position of life all those persons are; I mean who their parents are ?—The second master is the son of a shopkeeper; the third master, of a domestic servant; and the others are, two of them, sons of mechanics, and one, a son of a shopkeeper.

16,852. Have they been chiefly trained up in the school ?—Yes, chiefly; the second master, several years under my instruction at the training school, Exeter; the three articled pupils almost entirely in Hele's school.

16,853. How many boys are there in the school ?—150.

16,854. The number is limited to that ?—We are not limited to any number. I have found I could manage them, and there have been so many admissions.

16,855. Are there a good many applications for pupils still waiting to be received into the school ?—At this present time there are about 30, a good many of whom will most probably be admitted at Midsummer, when many generally leave.

16,856. What is the character of the families from which children are sent to your school ?—They are the sons of upper mechanics, of men engaged in warehouses, and clerks (we have a good many of those), and of shopkeepers with large families.

16,857. What is the total population of Exeter ?—About 35,000.

16,858. Can you state approximately the total number of boys between the age of 7 and 15 who are at schools in the city of Exeter, in round numbers altogether, exclusive of your own school ?—I should think about 250 altogether.

16,859. That will be about 400 altogether, with your own school ?—Yes, about 400.

16,860. Can you state, for the information of the Commission, how those boys are distributed as to the class of school to which they go. Your own is the cheapest, I presume ?—Yes.

16,861. What is the next kind of school above that; what are the rates of payment, and about how many boys do you think are in those schools ?—I should say there were 130 boys, who pay from four to six guineas.

16,862. How many such schools do you think there are from four to six guineas ?—I should think about five.

16,863. Above that rate there are about how many schools ?—Four above that.

16,864. A grammar school ?—A grammar school.

16,865. Mr. Templeton's school ?—Yes.

16,866. And a large private school ?—Two private schools.

16,867. What are the rates of payment in those schools ?—From eight to ten guineas.

16,868. And how many boys in them ?—I should say about 120 or 130.

16,869. Will you state shortly the nature of the education you give in your school ? Is the education you give in your school a good English education, with a small amount of mathematics and Latin ?—Yes, decidedly.

16,870. How many hours in the week do you give to Latin?—About four.

16,871. About how many to mathematics?—About eight.

16,872. Including arithmetic?—Yes.

16,873. And the rest of the education is what you would call a good English education?—Yes.

16,874. (*Lord Taunton.*) To what age do the boys generally remain at your school?—I think they have left on an average at about 13½ or 14.

16,875. (*Mr. Acland.*) I think you told me, that they hardly ever remain beyond 15?—Very few.

16,876. At what age are they admitted?—They may come in at seven, if they can read monosyllables, and write, say the multiplication table, and do just a little notation.

16,877. In fact, you have an examination on admission?—Yes.

16,878. (*Lord Lyttelton.*) Is Latin compulsory on all the boys?—Yes, all boys are expected to be taught.

16,879. (*Mr. Acland.*) Upon what basis is the course of your education arranged?—I have adapted it to the Oxford and Cambridge middle-class examinations for juniors.

16,880. Have you had good success in those examinations?—I think so; it is considered so, and the school is sought after. The numbers have increased from 100 to 150 the last 5¼ years.

16,881. How many do you send in generally?—Four or five. We shall have six at Midsummer. We have passed about six a year, I think.

16,882. (*Lord Lyttelton.*) Under what authority was this scheme of government arranged? You are under a board of general management?—Under the board of trustees.

16,883. (*Mr. Acland.*) If I understand right, this school was created in consequence of some lapsed estates under some warrant of the Treasury?—Yes, a warrant of the Crown.

16,884. About how many years ago?—About 26 years ago.

16,885. I think two or three professional gentlemen, a banker, and a lawyer have taken very great interest in making this school a thoroughly useful school for the lower middle class?—Yes, they and some others have taken very great interest to do this.

16,886. And that object has been steadily kept in view?—I think so.

16,887. Every effort, I believe, has been made to prevent the school rising up into a school to be used by the upper classes at a cheap rate?—Decidedly so.

16,888. (*Lord Taunton.*) Do you teach Greek at all?—No.

16,889. How far do you push Latin?—We have done Sallust and Cæsar; such books as are recommended or expected for the Oxford and Cambridge examinations.

16,890. What instruction do you give in modern languages?—No instruction in modern languages.

16,891. Not French?—No French. I think from my plan of teaching, a boy who can construe his Latin with us will soon get a knowledge of French. The boy to whom I have alluded did all his French in six months.

16,892. How far do you carry mathematics?—Two or three books of Euclid; algebra, to equations and decimal and vulgar fractions.

16,893. Do you teach the physical sciences at all?—No.

16,894. Not at all?—No.

16,895. Do you find this education give satisfaction to the parents of

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the boys generally?—Yes; I do not think I have in my mind one complaint as to anything.

16,896. Is your foundation at all connected with any particular religious teaching?—It is connected with the Church of England, but Dissenters are not excluded.

16,897. How do you deal with Dissenters; do you oblige them to attend the teaching of the Church catechism?—No, I always ask them if they are Dissenters, and if they are, then I ask, "Do you object to "the Church catechism;" and in many cases they do not, but I am very scrupulous to avoid any questions of the catechism where they object to it. The Queen's warrant provides that where the Church catechism is objected to by parents it shall not be used.

16,898. (*Mr. Acland.*) What is the proportion of Dissenters and Churchmen in your school?—Seven-tenths Churchmen and three-tenths Dissenters.

16,899. (*Lord Taunton.*) Under this system you find no difficulty in conducting the education of boys of all classes?—Not at all.

16,900. (*Lord Lyttelton.*) The withdrawal of the catechism is the only difference you make?—That is the only difference, except in the children of Jews, who are not required to read the New Testament, but at present we have none in the school.

16,901. (*Lord Taunton.*) Do they all read the Bible?—Yes, every day.

16,902. (*Lord Lyttelton.*) Do you explain the Bible to them?—Yes.

16,903. Do you find the parents take any interest in the details of the instruction you give, or do they leave it to you?—They leave it entirely to the school. They consider it a privilege to come to the school; in a few cases perhaps it is thought that less instruction would do.

16,904. Do you ever hear any remarks from the parents as to their children learning Latin, for instance?—I remember one only who would prefer not learning it; others have considered it an advantage who have become chemists' assistants.

16,905. They thought it would not be of any use?—Not of any use to him.

16,906. (*Lord Taunton.*) Do you conceive that at the present time the boys of the class that attend your school have in Exeter sufficient means of obtaining a fair education?—At our school?

16,907. Yes?—I think very fair.

16,908. Do you think there are none who from your inability to take in all who present themselves are obliged to go without the advantages of a good education?—I should say so; some, except they could wait their turn to come into our school.

16,909. (*Mr. Acland.*) What become of these 30 or more who are waiting to come in?—As they are generally from seven to eight years of age, they continue on at the school where they have been to wait their turn.

16,910. What sort of a school would that be?—That would be a ladies' school generally.

16,911. (*Lord Taunton.*) They come to you a little later?—Yes.

16,912. Do you think it desirable that they should come at a very early age?—I think eight would be a very good age.

16,913. (*Mr Acland.*) Do you get many boys who have been in National or British schools before?—We have some who wish to have a little higher education.

16,914. (*Lord Taunton.*) Is there any system by which boys who

have shown a desire to improve themselves and possess intelligence, in these National schools are able at once to pass into your school?—From any means of assistance without themselves?

16,915. Is there any preference given, or anything of that sort?—No, there is no preference; they are admitted according to priority of application.

16,916. There is no selection in the sense of favouritism at all?—No.

16,917. When there is a vacancy you never refuse to admit a boy when you have room for him?—Decidedly not.

16,918. (*Mr. Acland.*) Are there any private nominations?—No.

16,919. (*Lord Taunton.*) Do you think it would be useful if boys of intelligence, who had shown capacity for learning in these National schools, were enabled at once to go to a school like yours, so as not to lose any time?—I think it would be an advantage to them certainly.

16,920. (*Lord Lyttelton.*) Have the trustees consulted you in the appointment of subordinate masters, or do they appoint them themselves?—They appoint them themselves.

16,921. They are not in concert with you?—The trustees have always considered my recommendation as to articled pupils. I do not engage the masters, but they are quite under my control.

16,922. The appointment is made by the trustees?—Yes.

16,923. (*Mr. Acland.*) Do they not consult you before they appoint them?—There has been no appointment of masters since my own. The second and third masters were there some years before I was, but I have no doubt my opinion would be considered in case of a vacancy.

16,924. (*Lord Lyttelton.*) Do the Treasury, whenever there is a vacancy among the trustees, appoint a new one?—There has been no new one appointed since I have been there.

16,925. (*Dr. Storrar.*) You do not find, do you, that the boys are backward when they come to you from expecting that you will provide all the education they need?—Not generally; they are mostly from seven to eight, and able to read monosyllables and to write. Some few cases I am obliged to keep back for a while, until they are sufficiently advanced for me to recommend them for admission.

16,926. Then occasionally you keep back boys who are not sufficiently advanced to be admitted into the school?—Yes.

16,927. Did you ever go a step further and admit boys by preference who were well advanced?—When they are getting near 12 (because we do not admit any after that age), then there has been a little effort occasionally to get a boy in, otherwise he would lose the benefits of the school.

16,928. (*Mr. Acland.*) In fact, you have no competitive examination under any circumstances for admission to the school?—No.

16,929. But you have in fact a qualifying examination?—Yes.

16,930. (*Dr. Storrar.*) You have a residence in addition to your salary?—Yes.

16,931. Your salary is 150*l.* a year?—It has been that this last year, before it was rather less. In the return made to the Commission it was 140*l.*

16,932. Will you be so kind as to state from what sources your income is derived?—It comes from the general fund.

16,933. Does it come from the endowment, or from the school fees, or part from both?—A part from both I suppose. I have a cheque for the money from the trustees, and it comes from the general fund I presume.

16,934. The schoolmaster is not paid head money at all?—No.

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16,935. So there does not practically exist the stimulus to exertion on the part of the teachers from the payment to them being in proportion to the success of the school?—No, there is not that stimulus certainly, but I have worked hard for the school, and I think every one of the masters that I have tries to do his best to carry out my suggestions. The increase of pupils since 1861 has enabled the trustees to raise the head master's salary 25 per cent.; the 2nd master's 50 per cent.; the 3rd master's 40 per cent.; and to engage two additional articled pupils.

16,936. Supposing you were not the master of the school, that somebody else was, who was inefficient, in what way would this inefficiency be met; is there a ready means of dismissing the master?—Yes, I should say so. The trustees have the power of dismissing a master.

16,937. You are not appointed for life?—I have always understood that except there is any incapacity in me to conduct the school, that it is a situation for life, but I have never been told anything definitely about that.

16,938. (*Mr. Acland.*) I think the last master did become incapacitated by health, and in point of fact you were appointed before his life was finished?—Yes, one or two years before.

16,939. Did he receive any gratuity or pension on retirement?—I think not; there was a quarter's salary, but nothing more than that.

16,940. I believe that when the school was first established it was not at once accepted heartily by the population of Exeter, and it was some time, even some years, before it became full?—I think at first they had the full number, but the numbers fell off.

16,941. What is your opinion upon this question: Supposing that instead of cheapening the education to 150 boys, it was laid down that the real cost of education, about 4*l.*, should be the general rule, and that certain boys should be selected out of the school by competition for cheaper or for free education, what would be your opinion as to the effect of that on the willingness of the parents at Exeter to send their children to the school?—I think they would prefer the present system, because with that arrangement there would be so many that must have to pay the higher rate, which I do not think many of them could afford. I believe they would prefer the present easy rate.

16,942. Do you think if the trustees were now to make a rule charging a pound a quarter that it would at once cause many of the boys to be withdrawn from the school?—I think it would.

16,943. Do you think that in time with adequate encouragement that would right itself, or do you think it would permanently depress some of the boys and throw them into inferior schools?—I think it would have the latter effect of throwing them into inferior schools, because we have had a few cases of boys whose parents are respectable in the sphere I have mentioned, but have been unable even to pay the two guineas where there has been a family.

16,944. What has happened in that case?—He has been removed.

16,945. (*Lord Taunton.*) Are your buildings suitable?—I think very suitable.

16,946. How were they provided?—Out of the endowment of 1,500*l.* All that is on the premises now has been gathered out of an economic use of the income of the school.

16,947. I suppose you have had nothing to do with the education of girls in your school?—No.

16,948. You are probably aware of the sort of education which the sisters of your pupils receive in Exeter?—Yes.

16,949. Do you think it would be desirable that some means should

be taken to afford facilities for girls as well as boys?—I think it would be a great boon. *Mr. C. Lony.*

16,950. Do you think that anything of the nature of your school for boys might be adopted for the purpose of the education of girls?—I believe there is some sum that the trustees may expect for that purpose when the funds are sufficiently good; when the returns from the estate are sufficient, and also two exhibitions of 50*l.* for boys for their furtherance in life. 1st May 1866.

16,951. Do you mean that you believe that it is in contemplation to establish a girls' school?—Nothing is in contemplation, but a provision is made in the Crown warrant, and this has not been yet acted on.

APPENDIX.

EXTRACTS from LETTERS addressed to MR. ACLAND by MARK KENNAWAY, Esq., relative to HELE'S SCHOOL, at Exeter, and other matters.

MY DEAR SIR, Hoopern, Exeter, 11th Novr. 1865.

Hele's Exeter Queen's School.

YOU are well aware that there exists in this city an ancient "free" grammar school, which professes to afford the education required both for boys who are preparing for the universities or the higher branches of the learned professions, and continue their education to the age of 21, and for those who commence a practical career at the age of 18, as officers in the army, many solicitors, surgeons, engineers, manufacturers, large farmers, &c.

You will also recollect there are several schools in the city, supported by public funds or voluntary subscriptions, where the children of the labouring and very poor inhabitants obtain suitable education as a charity.

The Class educated.

It will be seen that a very important part of the inhabitants of a city with a population of from 30,000 to 40,000 is not comprised in either of the classes whose education is provided for by the schools above referred to. And when it was arranged that a portion of the income from Hele's estates, which had fallen to the Crown, should be granted to Exeter for educational purposes, the Treasury, after much inquiry, determined to frame a Crown warrant in such terms as would empower the local trustees named therein to work a scheme for the education of the sons of that large portion of the inhabitants who, on the one hand, were unable to pay for the education at the grammar school, and on the other unwilling to accept education as a simple charity.

Number, Payments, &c. of Scholars.

The course of education to be pursued in the school was arranged with the object of affording such instruction as would duly educate the sons of shoopkeepers and others carrying on business on their own account, who were unable to pay 6*l.* or 8*l.* a year for their sons' education, as well as for the sons of the large body of clerks in public offices, merchants' counting-houses, and lawyers' and other offices, as well as respectable inhabitants of small income. The scholars are received between the ages of 8 and 12 years; those under 10 years pay 1*l.* 1*s.* a year, those above 10 years pay 2*l.* 2*s.*

The scheme of education was directed to preparing a student at the age of 15 for well discharging the duties of a clerk in public or private

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offices, or departments of business of all descriptions; and the lads are found, on 10 years' experience, to be so efficient in these occupations, that the school is very commonly resorted to to furnish this class of assistants. The parents finding their sons so prepared as to be easily "placed" in the occupation and position they desire them to keep, now anxiously seek admission; and although the school for some years after it opened had not more than 50 or 60 scholars, it has now 150, and the trustees are obliged to reject numerous applications every quarter on account of their number being full.

On further examination of the working of Hele's school, it would probably be shown that if that establishment was enlarged so as to receive and educate 200, instead of 150 scholars, the portion of the population here (35,000) which forms the class for whose sons' education it was established would be sufficiently provided for.

Site and Buildings, with Suggestions for Application of Charitable Funds.

The grant from the Crown for purchase of a site of ground and for school buildings (1,500*l.*) was made the more beneficial for the latter purpose by obtaining a large site of land for 1,000 years, at an annual rent of 16*l.*, the payment of which is not felt out of income, and left the entire sum applicable for building the school-house, class rooms, and master's house, and enclosing in a handsome manner a large playground of more than an acre.

In considering the returns from Hele's school to your Commission, you will not overlook the great assistance shown to be derived from the annual payment by the students, with this addition to the Crown grant of 300*l.* a year. The trustees have always a balance in their banker's hands, and this accumulates in four or five years to an amount which enables the trustees to make some valuable addition to the extent of two or three hundred pounds, by some new school building.

You will hear what your assistant commissioner reports of our school-house and class rooms, the master's dwelling house, the large covered building for exercise, and the extensive playground, enclosed, planted, and laid out in the most permanent manner.

The grant for all these purposes, including also the purchase of the land, was only 1,500*l.*

The obtaining the land for 1,000 years in consideration of an annual payment of 16*l.*, instead of applying probably one-half of the whole grant in paying for the inheritance, was the means of accomplishing the work. It would otherwise have failed, as the residue of the grant would not have provided proper building accommodation.

The whole land was nearly two acres. Hele's trustees obtained a grant of it for one thousand years from the corporation of the poor of Exeter, at a clear annual rent of 16*l.* (which was more than double the income the corporation had ever before derived from the same land), the Treasury and the Poor Law Commissioners both approving the transaction.

I am led to call your special attention to this point, first, that you may fully estimate the great relief it would be to the work your Commission is charged with, if you could point out a mode of obtaining land for the necessary school buildings without requiring the money for immediate payment of the value of the freehold.

Secondly, that you may consider whether what was done by Hele's trustees may not be carried out generally.

You will recollect that the various bodies of parochial feoffees and charity trustees hold large quantities of land in every city, town, and

district in the kingdom. These lands are for a large part subject to fixed payments for charitable purposes, and frequently subject only to superstitious purposes. The rents of such lands are commonly under 10*l.* per acre, and if such annual rent were increased by 50 per cent. upon long leases of 500 or 1,000 years (as in Hele's school), the charity would derive an increased income, and the additional security of a large and valuable building, and the educational undertakings would be relieved from raising capital for the purchase of lands.

It might assist your labours if the Charity Commission would furnish you in a tabular form with a schedule of all real and personal property ascertained to have been given to feoffees and trustees for superstitious uses; also for specific charity gifts, such as stated quantities of bread, shirts and shifts, stated sums of money annually, &c., where the present annual receipts of such properties greatly exceed the amounts required for the respective specified gifts.

I am one of the feoffees of a parish in this city, where we distribute above 100*l.* a year, derived from lands bequeathed for the above kind of gifts, one-fourth of which rents would satisfy the original charitable bequests, and the residue would be much better applied, under the authority of Parliament, to purposes of education; as at present disposed of, the fund for the most part merely increases the sale of beer and spirits in the parish for a few days.

It may be well to consider whether Parliament should not give a central board of education power to take any charity lands not exceeding four acres for providing school buildings, securing to the charity an income equal to that which is now derived from such lands, or they are worth to be immediately let.

The trustees are about to apply to the Crown for an increased grant from Hele's estates and fund undisposed of.

Hele's estate was parcel of the extensive manors and lands of the famous and "pious Elizous Hele," who devised all his lands to trustees, directing them to declare the charitable uses to which they should be applied. The trustees made such declaration as to a small portion only, and continued for above 200 years to dispose of the rents of the residue. At length a Bill in Chancery was filed against the heirs of these trustees, and all the estates of which no charitable uses had been declared were decreed to be vested in the Crown. Under this suit (still existing) the Crown, from time to time, directs the application of the income of the estates and the accumulations, and from that source the Exeter school received its foundation by Royal warrant. You will recollect nearly all Clyst St. Laurence is part of Hele's charity estate. You will find the whole history in the charity reports in House of Commons library. It would assist your present inquiries to read it with attention.

When the Municipal Act was passed all the charity lands and monies administered by the old corporation were placed in two bodies of charity trustees, one called the Church Charity Trustees, the other the General Charity Trustees. And these two bodies now administer all these charities, of which a return would be useful to your Commission, and could easily be furnished.

A Local Board of Education.

I have considered the question on which you ask my opinion viz., the constitution of local boards of education for the middle class. I would suggest that attention should be first directed to the several bodies ecclesiastical and civil already existing in the city or district for which the board is formed. A very large proportion of the mem-

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bers of these bodies rightly possess the confidence of their fellow-citizens. It would be well that the board should have in itself the advantages both of permanency and of change. The board should also be supervised and under qualified control.

Public bodies are much alike in most of the large cities and towns; although they vary in name, the duties are similar, and so is the rank and qualifications of persons who are members. With reference to this city, a board of education constructed in the following manner would probably well answer such a purpose:—

1. The Dean of Exeter.
2. The Archdeacon of Exeter.
3. The Junior of the Cathedral Canons.
4. The Mayor for the time being.
5. The Judge of the County Court.
6. The Senior Magistrate not being Mayor.
8. The Senior and Junior Member of the Municipal Town-Councillors.
10. Two Parochial Beneficed Clergy, changing every two years.
14. Four Ministers not of the Established Church, beneficed to the amount of 100*l.* a year, changing also.
15. The Governor of the Corporation of the Poor.
17. The Senior Physician and Senior Surgeon of the Devon and Exeter Hospital.
18. The Head Master of the Grammar School.
19. The Resident Roman Catholic Priest.
20. The Master of the Tucker's Hall (usually a principal merchant or banker).
21. The Head Master of Hele's School.

You will observe that the position of more than two-thirds of the above list would afford the assurance of a first-class education. Such a board would seem to secure collectively an extensive acquaintance with the resident small tradesmen, first-class mechanics, and artizans, and the large class of senior clerks and officials. The members would also be accessible to the various sections of the entire middle class. It would be easy to increase or diminish the character of permanency or change in the entire board.

My life-long experience both as member and officer of bodies of men of this kind charged with the execution of public duties satisfies me that too great permanency is the canker that destroys.

I believe I have answered all your inquiries, and shall have great pleasure in furnishing any other information you desire.

Yours very faithfully,
MARK KENNAWAY.

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BIRKBECK HILL, Esq., B.C.L., examined.

16,952. (*Lord Taunton.*) You are a graduate of the University of Oxford?—I am.

16,953. You are now master of the Bruce Castle school at Tottenham?—I am one of the head masters.

16,954. How long have you held that situation?—Rather over seven years.

16,955. What is the nature of that school; is it a private school?—Yes, entirely.

16,956. I believe your family have been connected with it for some time?—Yes; my father and grandfather both, but many years ago the school was not at the same locality.

16,957. In what locality ?—Hazlewood, near Birmingham.

16,958. You mean a school conducted on the same principles ?—On the same principles.

16,959. What number of boys are there in the school at present ?—78.

16,960. What is the social condition, speaking generally, of those boys ?—They are the sons of merchants and professional men.

16,961. May I ask, as a means of testing to a certain degree their condition, what is the annual cost of education for these boys ?—About 80*l.*

16,962. Then I presume at that rate you get what may be called the sons of the upper stratum of the middle classes ?—Yes.

16,963. I believe there are some peculiarities in the mode of conducting your school with reference to the use that is made of the boys in instructing and maintaining discipline among one another ?—More in maintaining the discipline than in instructing.

16,964. Will you have the kindness to state generally what those peculiarities consist of ?—It consists in the mode of self-government. We have boys who in a certain way correspond to the sixth-form boys at a public school, whom we call "guardians." They are elected by a process of indirect election by the whole school at the beginning of each term, a process which throws the power of election very much into the upper boys. We divide the whole school at the beginning of the half year into electoral divisions. In the lowest electoral division perhaps there will be 18 boys, in the highest only three or four. These electoral divisions choose a body of electors, who choose the guardians.

16,965. Do you find the boys generally are satisfied with this distribution of the suffrage ?—Very.

16,966. (*Mr. Baines.*) Do I understand that not merely are the guardians elected by the boys, but the guardians themselves also have a choice of such boys as will constitute their circle ?—Yes.

16,967. It is a limited circle, is it ?—Yes.

16,968. Will you state how that is ?—Each guardian, besides being a guardian over the whole school, has 10 boys especially under his own care and management.

16,969. Are they selected according to age, according to their being in the same class, or how ?—No; the guardians draw lots as to who shall have the first choice from among those who are not guardians, and they go right through the school, each guardian choosing one in turn.

16,970. Is there a peculiarly close connexion between the guardian and the boys who constitute his circle ?—Yes ; if the boys behave well his standing is improved in the school ; if they behave ill his standing is injured in the school.

16,971. How is that ?—We have a system of marks by which our monthly grade, as we call it, is arranged. If the boys in a guardian's circle are industrious and behave well, more marks are carried to his account ; if they behave ill fewer marks are carried to his account.

16,972. Are the different members of the circle closely connected with each other ?—Yes, on the behaviour of each one of the members of the circle, to a certain extent, the amount of holiday given on the half-holidays is regulated for the other boys.

16,973. Have you a weekly report of the conduct of these boys constituting the circle?—Yes ; I receive every day one of the circles with the guardian at the head. I look over the report sent in by the masters

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of the performance of every boy in the presence of his guardian, and either praise him or blame him accordingly.

16,974. Does that take place before the whole school ?—No, each one comes privately, his guardian only being present; then they all come in in a body, and the general result of the conduct of the whole circle is commented on.

16,975. Is there a weekly report ?—Afterwards there is a weekly report of the conduct of the whole school drawn up by the masters.

16,976. What effect has that upon the respective circles and their guardians, has it a stimulating effect ?—The circles are compared to a certain degree one with the other.

16,977. Have you found that that practically has a beneficial effect in inducing them to compete with each other for the highest places ?—Yes.

16,978. Do the guardians meet the head masters at stated times, and for what purpose ?—Yes, about once a week. I consult them on the general state of the school. I do not ask for reports about individual boys, but I ask them if there are any bad practices of any kind existing in the school. They also to a certain degree pass regulations as regards the school, and also they have the management of a fund of money which we place in their hands for supplying books for the library, cricket apparatus, and everything of that kind ; they have at their disposal about 100*l.* a-year.

16,979. Do you ever modify your school in consequence of the suggestions made by these guardians ?—Yes ; at times they point out something which they think defective in the system, and we always consider it.

16,980. Has the head-master any veto over the recommendations of the guardians, or do any of the recommendations assume the form of law? —No, they are subject to a veto. I have never myself exercised this veto, however, as regards their disposal of the money; I have always approved of the way in which they have employed it.

16,981. What is about the amount of the funds which you say are at their disposal ?—Rather over 100*l.* a-year.

16,982. Has that been so for a good many years ?—Yes ; I have only an account from 1838 ; since that time they have disposed of rather over 3,000*l.*

16,983. How is that fund raised ?—We pay it, but of course the charge for the school is rather higher than it would be if we had not to meet this.

16,984. For what purposes is it used ?—For supplying the school library, for supplying all the expenses connected with the cricket matches and the gymnastic apparatus ; sometimes the boys have published a school magazine by the aid of the money.

16,985. Is your school library a large one ?—About 3,000 volumes.

16,986. Is it made much use of by the boys ?—Yes ; we reward them if they read in their leisure hours books of instruction and pass an examination in them.

16,987. In what way are they rewarded, pecuniarily or by marks ?—By marks.

16,988. Would you state to us what is the system of training in moral habits which you have for the boys ?—The masters meet once a-week, as I mentioned before, and they take some one department of conduct, as, for instance, honesty, carefulness of property, or respect. They go through this account as regards every boy. If a boy had been found to have done anything dishonest or been mischievous he would have an entry made against him in that department of conduct,

and lose marks in consequence. The boys' privileges depend to a great extent on their standing well in these departments. If a boy were found to be truthful, and he had never been found to have acted unfairly at the examinations, the trust placed in him would be gradually increased till at last not only would he be allowed at any hour of daylight to leave the premises without saying where he was going, but also he would have permission to take others who were not similarly privileged; that is one of the privileges.

16,989. If good-conduct marks are given, do those marks give a particular place or position in the school, higher or lower?—Yes, the monthly list is arranged in accordance with them. General conduct is one branch, industry at lessons another, punctuality another; they are all carried in.

16,990. The position of the boy in the school is governed by the number of marks?—Yes.

16,991. That is for the next month?—Yes.

16,992. With regard to any half-yearly result, has it any effect on the prizes?—Yes, they are given in accordance with this list. It would be utterly impossible for a boy who told a falsehood to get a prize of any description.

16,993. Are your prizes for good conduct or moral conduct?—For all combined together.

16,994. Diligence and attainments?—Yes; an idle boy, of course, could not get one.

16,995. Do you think that the plan of recording the marks is a useful plan?—I think so. I imagine it is derived from a plan instituted by Benjamin Franklin for his own improvement. In his autobiography he shews a similar plan for improving himself. It clearly sets before a person any falling off in his conduct. We do it for the boy instead of the boy doing it for himself.

16,996. Do you consider that better than trusting to the memory of the master?—Yes, with so many boys a master might easily forget an act; he might even assign it to the wrong boy.

16,997. Suppose a boy were to tell a falsehood, would he be able soon to recover his position, or would that consign him to a low position for some considerable time?—It would take a year or more of straightforward behaviour for him to recover his place.

16,998. Will you describe to us if there are any other respects in which the boys' privileges depend upon these marks, the position which he has acquired in the school?—I think I have mentioned before that to a certain extent the weekly holidays depend on their marks.

16,999. With reference to the school boundaries?—Yes, we always allow the boys at a certain hour to go beyond the boundaries into the village, but the more a boy establishes a character, the longer he is allowed to be absent, and the more he is entrusted with the charge of others.

17,000. Not merely are the guardians permitted to take others with them but some of the boys, the members of the circle, if found very trustworthy?—Yes, even a boy of 12 or 13 might have earned such a character.

17,001. I think you have stated that you hold weekly meetings of the masters and have weekly reports?—Yes.

17,002. Will you state any particulars with regard to these weekly meetings?—At these weekly meetings the masters are invited to make any suggestion for the better management of the school. We also consider the conduct of every boy individually and also the conduct of the school taken as a whole. On this the weekly report is founded.

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which is read the next day before the whole school; in accordance with this weekly report a larger or smaller sum of money is added to that fund which I mentioned as placed at the disposal of the guardians, and an hour's holiday is given or withheld on every alternate Wednesday or Saturday.

17,003. You have half-holidays every Wednesday and Saturday?—Yes.

17,004. But they are either lengthened or abridged according to the good conduct of the boys?—Yes.

17,005. Have you any peculiar method of cultivating habits of prudence and removing temptation to acts of dishonesty?—Yes, we invite and urge our boys to make the school steward their banker. On their return from the holidays, when they always bring back money, he goes round to every boy and asks him if he wishes to put money in his care, on the understanding that twice a week he can draw it out, and that no questions will be put as to how he intends to spend it. By these means we teach them habits of prudence; the money does not burn a hole in their pockets, and their companions are not tempted by the money being left in open places to commit a theft.

17,006. Has the steward sometimes a considerable sum of money in his hands?—Sometimes he has 50*l.*, sometimes 20*l.*; at present he has about 18*l.*

17,007. How many depositors may there be out of the whole school?—At Easter, out of the 78 boys, 38 deposited with him. I looked at the account just before coming here and found that 33 have still money with him.

17,008. You find that this plan works well?—Yes, at the end of the half year there is sure to be 15*l.* or 16*l.* in the school to go home.

17,009. (*Lord Taunton.*) There is no interest of any kind given on this money?—No, the trouble of management would hardly admit of interest.

17,010. (*Mr. Baines.*) Have you a benevolent society connected with your school?—Yes.

17,011. Will you explain what that is and how it works?—On the first assembly after the holidays a collection is made by the different guardians throughout the school. Most of the boys subscribe a shilling, which gives them the privilege of being members of the society and voting in the disposal of the funds.

17,012. For what purposes?—For charitable purposes.

17,013. To the poor?—Yes, the boys have given a great deal to the Life Boat Society, the Infant Orphan Asylum, and similar charities, and also to the poor of the village.

17,014. Do they themselves decide by their own vote how they shall be applied?—Yes.

17,015. How frequently do they decide that?—Whenever we hear of a deserving case we lay it before the boys; if they approve of it they vote whatever they think fit out of their fund, if not there is no motion made.

17,016. It is a strictly popular vote, is it?—Yes, every one who subscribes a shilling has a vote.

17,017. Do you allow fights among the boys?—We allow them, and in consequence they hardly ever take place. We allow them under restriction. If a boy wishes to fight, he has to give notice to the masters; he is then separated, and the two intending combatants are kept in seclusion. At the end of six hours they are allowed to fight in a retired spot under the care of a superintendent. The last fight of this kind that took place was when I was about six years old. I do not mean to say that there is not occasionally a hasty skirmish, but I never in all my school days saw a ring; I have never seen such a sight.

17,018. Are your boys subject to any system of examination ?—Yes.

17,019. Are they by the masters or by some independent authority ?—An examiner from Oxford examines them in mathematics twice every year; the masters examine them on all other subjects.

17,020. Is there one appointed by the board which conducts local examinations ?—No; I have once or twice applied to Professor Price, and he has sent me an examiner; generally I have written to some mathematical tutor of a college.

17,021. (*Lord Taunton.*) You did not write to a gentleman to come and examine your boys, but you wrote to somebody to ask him to choose somebody ?—Sometimes I have done the one, and sometimes when I have not known an examiner I have done the other.

17,022. (*Mr. Baines.*) Do you pay the examiner for his services ?—Yes.

17,023. Do you approve of the system of examination, and, if so, I should like to know whether you approve of it for the picked pupils, or whether you would approve of the examination extended to the entire school ?—I approve of it extending to the entire school. I have never sent any boys in for the Oxford and Cambridge examinations.

17,024. (*Lord Taunton.*) Do you think, generally speaking, the examination is more valuable when the examiner is totally unconnected with the schoolmaster, and not in any manner selected by him ?—Certainly, and therefore I suggest that Oxford and Cambridge should each appoint a board of examiners, to whom we could apply for an examiner.

17,025. (*Dr. Temple.*) Are you aware that the Syndicate at Cambridge does send examiners for that purpose ?—I was not aware of that; being an Oxford man I have always kept to Oxford.

17,026. (*Mr. Baines.*) You recommend that each University should appoint a board for the purpose of appointing examiners ?—Yes.

17,027. Does the College of Preceptors send out examiners ?—I believe it does, but I do not think they have weight enough. The board is not of that weight that I should care to have my school examined by it.

17,028. Is that from the individual inferiority on the part of those sent, generally speaking, or is it the higher prestige of the old Universities ?—It is the prestige of the old Universities.

17,029. Does your examination take place with the knowledge that the results of it will be published ?—I have generally published the results, but what I should wish is that I could apply to Oxford for an examiner who would publish the results whether good or bad. If there were a board established at Oxford, and I could send to it for an examiner to examine upon certain points, on the understanding that whether he was pleased or not he would publish the results, I would willingly do it.

17,030. You wish then there would be a board to appoint examiners in each of the Universities ?—Yes.

17,031. With the understanding that the results of their examination should be published, whether the master approves of it or not ?—Yes, that is to say, if the master applies; I do not mean to say that he shall be compelled to be examined, but if he chooses to apply he must take the consequences.

17,032. (*Dr. Temple.*) Do you think that many masters would apply ?—I think they would be driven to it in time; I do not think they would at first.

17,033. (*Dr. Storrar.*) And that it would eventually be the means of drawing a line between good and bad schools ?—Yes.

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17,034. (*Mr. Baines.*) It would give a character to their schools?—Yes.

17,035. And a person shrinking from that examination would be considered as acknowledging the inferiority of his school?—Yes.

17,036. You think that it must gradually work its way?—I think it will gradually almost have the same effect as a compulsory system of examination without having the evils.

17,037. (*Lord Lyttelton.*) You would have the two separate boards appointed by the two Universities of Oxford and Cambridge?—Yes.

17,038. Would you add the University of London to it?—For those schools who educate in accordance with their system of examination I should propose to add it; I should not send to it myself.

17,039. You would leave the schools free to choose?—Yes, I think a master has a right to educate his boys with a particular view, and if he does so he should be able to have them examined to show whether he has succeeded.

17,040. (*Lord Taunton.*) Are you favourable to the principle of devising a system by which certificates of competition should be given to schoolmasters, which might be either voluntary or compulsory?—I think you would have first to devise such a system as would give schoolmasters confidence in that board of examiners.

17,041. But supposing that a competent machinery could be established; do you think it would be useful that a schoolmaster might provide himself with a certificate of competency?—Not as a compulsory matter.

17,042. Probably the question would apply more to schools of a far lower class than yours?—Yes.

17,043. I mean schools for what may be called the lower division of the middle class?—Yes.

17,044. Do you think, in the interests of education in the country, taken generally, it would be desirable that some system should be established by which certificates of competency could be given to schoolmasters?—And be compulsory.

17,045. No; it may or may not be so?—Yes, I think it would be very good, but I am not at all prepared to say that I should approve of compulsory examination.

17,046. (*Lord Lyttelton.*) Should the Universities confer those certificates?—I think so.

17,047. (*Lord Taunton.*) Do you think that might be coupled with a system of registration by which parents might at once see whether the master of a school to whom they trusted their children was or was not a certificated master?—Yes, I should approve of that.

17,048. (*Mr. Baines.*) Will you favour us with your views as to the subjects of instruction best fitted for a private school; whether you think they should be numerous or few?—I think they should be comparatively few, so that one may attain to success in each. If too many things are taught there is only a smattering of knowledge through the whole school.

17,049. You prefer that accuracy should be obtained, rather than great variety?—Yes.

17,050. You have a system of classification, of course, in the school?—Yes.

17,051. And that is essential?—Yes; you cannot teach a subject, I think, unless there are a sufficient number of boys learning it to afford means of promotion from class to class. When I was a boy the school was managed on a somewhat different plan, as regards the teaching,

from what it is now; many more subjects were taught, as, for instance, chemistry and natural philosophy. The objection I saw to it was that so many things were taught that there was not a proper system of promotion from class to class. If you have only 10 boys learning a subject you cannot afford a master's time to have higher and lower classes. In a large school of 500 or 600 boys you could teach a great variety of subjects, because you could get enough boys in it to admit of classification, while in a smaller school of 70 or 80 boys you cannot do so.

17,052. Do you think it is an important advantage of large schools that a greater variety of subjects can be efficiently taught?—I think so; I think it is a decided advantage in a large school.

17,053. (*Lord Taunton.*) Besides that, it makes it worth while for competent masters to engage in tuition?—Yes.

17,054. Supposing the endowed schools of the country were increased in number, and made more efficient, should you be apprehensive that it would have a tendency to discourage good private schools?—No; I do not think so; I have no such apprehension myself.

17,055. You would not fear the competition of endowed schools?—No.

17,056. There would always be room for everybody?—I think so; I think there are some boys who are much better fitted for public than private schools, and others the contrary.

17,057. (*Mr. Baines.*) Are you favourable to special instruction with a view to the future destination in life of the pupils, or would you rather pursue one course of general mental cultivation?—I should, to a very considerable degree, consider the future course of a pupil, but not altogether; for instance, if a boy were going to be an engineer, though I should not take him from classics altogether, I should turn his attention very much more to mathematics. I should not like to sacrifice everything to his future career; he would become a one-sided man altogether.

17,058. Have you practically found that that plan has worked well?—Yes.

17,059. Have you anything to say with regard to pupils who enter at the later ages, those whose whole course of instruction has not taken place under your own hands?—Yes; we sometimes have boys enter at the age of 14 or 15 who have been so badly taught that if I should follow my own wish, and not have to comply with the wishes of their parents, I should make them give up all notions of learning Latin and Greek, and I should try and simply fit them for some business life. We have boys come at 15. If they knew no Latin at all there would be a chance of teaching it them; but they have got so hopelessly confused in it that I believe it would be better to look upon them as boys who never can be cultivated highly, and therefore to give them as thorough an English education as possible, adding, if practicable, some knowledge of a modern language.

17,060. Do you approve of half-yearly prizes to the boys for either good conduct or attainments?—I think them on the whole good.

17,061. Do you adopt them?—Yes.

17,062. Do those prizes consist of books, or what?—Chiefly of books.

17,063. What is the age at which the boys generally leave you; can you assign any age?—Very few under 16. I should think between 16 and 17 is the general age.

17,064. Is it generally to go to business or to go to professions?—To both; I have not many at the Universities.

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17,065. Those who go to the Universities of course stay longer?—Yes; one or two also go to public schools.

17,066. (*Lord Lyttelton.*) This system of guardians has been in force in the school for a long time?—Yes; 40 or 50 years.

17,067. Are you aware whether it was at all imitated or copied from the Winchester system?—No, it is taken from M. de Fellenberg's school at Hofwyl.

17,068. Do those guardians take part in the instruction?—No, they have nothing to do with the tuition.

17,069. Have they any power of punishment?—They have a certain power of punishment. We have a peculiar punishment; often if a boy is troublesome, instead of detaining him we send him a four-miles walk into the country. We find he comes back in perfect good temper; while if a boy has been detained for an hour he is in a sulk at the end of the hour from not having had exercise.

17,070. Have you any corp oral punishment in the school?—No there has been none for 45 years.

17,071. The conduct of a boy in one of these circles to a certain degree affects the condition of all the others?—Yes, as regards the holidays.

17,072. Do you follow Captain Macconochie's mark system?—On the contrary he confessedly took his system from ours.

17,073. (*Dr. Temple.*) I should like to ask you how the marks that are given for good conduct bear upon the organization of the school. You say that by their marks the boys may gain or lose standing in the school. Do you mean that a boy is promoted to a higher class in consequence of the good conduct of his circle?—No; the boys are, of course, classed; but we have a list published with the total number of marks that a boy has got. The boy with the highest marks is put at the head of the school for that month.

17,074. Then the standing in the school is something quite distinct from the classification of the school?—Yes.

17,075. For what purpose is this standing, as you call it, drawn up? what advantage does a boy get from being at the head of the school?—There is the honour and the position of it. His prize at the end of the half-year depends not on his being higher than a certain boy but being up to a certain standard. It is like the Oxford-class system. All the boys could get prizes if they got up to this standard. Of course, not above one in four or five does.

17,076. Prizes at the end of the half-year depend upon this standing?—Yes.

17,077. Does anything else in the school depend upon it?—Twice a half-year a day's holiday is given in accordance with this standard. In all cases where one boy has to come up before another, for instance, in receiving their pocket money, they take places by this standing. Whenever one is to be let off before another the highest one will take precedence. In every case we can we let the higher one derive an advantage.

17,078. What power have the guardians, or have they any power, of checking anything that is going on wrong without referring to you?—They have the power of personal influence. If they saw one boy bullying another they would stop it. We do not allow them to use violence, to hit the boys.

17,079. (*Lord Lyttelton.*) Can they inflict this four-mile walk?—They can by applying to me. If they ask me I almost always comply with their request.

17,080. Have they no power of punishment independent of you?—

They can take away an hour of the holiday on every second Wednesday or Saturday, but that is not often done.

17,081. If they found one boy bullying another, and gave him a box on the ears, should you make any objection to that ?—I should.

17,082. (*Dr. Temple.*) What do you mean by depriving a boy of an hour of his holiday ; what has the boy to do ?—He has to stay in the schoolroom, but may read any book he likes.

17,083. By depriving him of his holiday you mean detaining him in school ?—In play time. I do not like it generally ; I prefer sending them the walk ; and I think when they are detained they are only more troublesome afterwards.

17,084. What is the number of your school ?—78.

17,085. Then there are eight guardians ?—There are seven. We began with 70 at the beginning of the half-year, and we had seven guardians then.

17,086. Is there no feeling of injustice in the minds of the boys at choosing their circles by lot ?—No ; the one who draws the first lot has the first choice, but he only takes one boy.

17,087. The one who has got the last lot has, as it were, the dregs of the school ?—No ; the one who has the first lot only chooses one, the one who has the last lot after having taken his one has the first choice in the second set of boys chosen.

17,088. (*Lord Lyttelton.*) How do you ascertain that the four miles are actually walked ?—One of the older boys who has been at the school a long while, and got a character for trustworthiness, takes charge of those sent.

17,089. (*Dr. Storrar.*) Do you ever have recourse to expulsion ?—I do at times.

17,090. How do you deal with a case of this kind, where in your circle you may happen to have one black sheep who weighs down all the good conduct of the circle ?—He would have to be very black to weigh down the whole good conduct of the others pulling the other way, and the others keep a watch over him. They keep him out of scrapes.

17,091. Are there not occasionally cases of boys that cannot even be kept straight by that system ?—If I saw a boy who was of a certain age, and not likely to do well, I should not expel him, but at the end of the half-year I should write to his father, and tell him that he was not suited to our school, and that some other system, perhaps, would do better.

17,092. You are occasionally obliged to have recourse to weeding out ?—Certainly. I should not hesitate to do it if I saw that a boy was not doing well.

17,093. Have you discontinued the teaching of natural science altogether in your school ?—Yes, altogether.

17,094. (*Lord Lyttelton.*) Did not you find it answer ?—I found as long as the teaching was a kind of popular lecture with a good many experiments the boys liked it very well; but when I insisted on the teaching of what might be called the grammar of chemistry, the symbols, &c., they lost most of their relish for the study. It may be that the masters did not teach well ; I cannot tell, but I could not get the result, so I thought I had better give it up.

17,095. (*Dr. Storrar.*) Would you be prepared to offer any general expression of opinion for or against the teaching of natural science in a school ?—I think it depends on the tastes of the head master. If I had any taste that way I have no doubt I could lead my boys to be interested in it, but as I have very little taste that way I cannot.

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17,096. We have had it stated here upon high authority that men coming to a university are found to be singularly deficient in the simple facts of science, and that it would be a great advantage to their future career at the university if they came not so ignorant as they do come; have you any observation to make upon that?—I do not think that a very partial acquaintance with any subject is very advantageous. I had a pupil who matriculated at the London University a year ago; he was reading Horace with me, and doing it very well, but he had such a variety of things to get up that he had to leave the Horace and do a book or so of Cæsar (which was required) by himself, and get up a number of smaller subjects. I think the benefit to his mind would have been much greater if he could have kept to the larger subject, and taken it more thoroughly.

17,097. Do you teach all the boys Latin?—No, not all; if I see that a boy is very dull I recommend his father not to let him go on with it; of course I go on with it if his father wishes it.

17,098. (*Lord Lyttelton.*) Yo do not allow a general option with the parents?—If a parent told me he did not wish his son to learn Latin, I should not make him.

17,099. Do you often find that?—No, rarely.

17,100. (*Dr. Storrar.*) What would you do with a boy of that kind, supposing the boy came to you at nine or 10 years of age, and he did not learn classics?—At nine or 10; if I got him so early as that, there are very few boys that you cannot interest in Latin if you begin at that age; I was talking more of those who come a little later.

17,101. Who come not only deficient in ability but defectively educated?—Yes.

17,102. (*Mr. Baines.*) Do you teach modern languages?—Yes.

17,103. What modern languages?—French alone is included in the general charge; there is an extra charge for German.

17,104. Have you a German master?—Yes; he is not a German, but a Pole.

17,105. (*Lord Lyttelton.*) Do you find that the parents value the learning of French?—Yes, almost everyone learns French.

17,106. (*Dr. Storrar.*) Have you any special system of teaching English, irrespective of the course through the classics?—Yes, every boy when he enters the school is put into a reading class, where he is made to read very carefully, and to pronounce correctly, care is taken also to see that he thoroughly understands the meaning of all the words; then of course spelling is very carefully taught.

17,107. With regard to English grammar, etymology, and matters of that kind?—That is taught in this reading class. The meaning of words, the composition of sentences, &c. are entered into at the same time; a boy is kept in it for a year or two, in fact a dull boy is kept there all the time he is at school.

17,108. You do not trust mainly to classical instruction to provide the means of teaching English grammar, but you teach English grammar methodically as a part of separate instruction?—Yes, at the same time I think that a knowledge of Latin grammar aids very much to teach English grammar; it is almost easier to teach it in that way, but we do both.

17,109. Do you teach French yourself?—Yes, I teach the lower class.

17,110. To what extent do you find French can supplement Latin in the teaching of language?—I do not think French can ever take the place of Latin, German might.

17,111. I do not say that it will, but do you think that in the hands of a very apt instructor it may, to a certain degree, occupy the place that a classical language does?—I do not think so. *B. Hill, Esq., B.C.L.* 1st May 1866.

Adjourned.

Thursday, 3rd May 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
REV. A. W. THOROLD, M.A.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Very Rev. the DEAN OF ELY examined. *Very Rev. Dean of Ely.* 3rd May 1866.

17,112. (*Lord Taunton.*) I believe, in connexion with the University of Cambridge, you took a great interest in the establishment of the system of middle-class examinations?—I took some part in it.

17,113. You were, I think, also connected with the Working Men's College at Cambridge?—Yes, I had something to do with that also.

17,114. You have probably given some consideration to the subject of the education of the middle classes generally in this country?—I have thought something about it.

17,115. I believe there is a cathedral school at Ely?—There is.

17,116. Will you have the kindness to state to us the nature of that school; first of all what is its endowment, and what is its institution?—The school is part of the general cathedral foundation. It has no separate estates and no separate income; but it is upon the foundation, and is recognized by the statutes, in which the rules for the government of it are laid down. Those rules are, as I need hardly say, to a certain extent antiquated; the income, for instance, that is appointed to the masters, for there are two masters on the foundation, would be entirely inadequate to secure the services of proper persons. We have therefore modified the rules as far as we can to meet the exigencies of the times. We have given incomes, not those appointed by the statutes, but incomes which we thought sufficient to secure the services of gentlemen adequate for the situations, and we have also supplemented the school in a variety of ways; for instance, we pay a portion of the stipend of the third master, and we give assistance towards teaching the boys singing, and in one way or another we spend a good deal of money upon the school; for instance, recently the dean and chapter have given the boys a good playground, and we have spent a great deal of money on improving the school-rooms. I may mention that the dean and chapter sacrificed their brewery for the sake of improving their school. The school appears to me to be tolerably adequate to the wants of the place.

17,117. Is Ely one of the new foundations?—Yes. Our existing statutes are of the date of King Charles the Second.

17,118. By those statutes is there any distinct sum necessarily appropriated to the maintenance of the school, or is it left in any degree

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at the discretion of the dean and chapter?—All that we could be bound to do by law would be to give the two masters a certain stipend, which is very small. The statutable stipends of the two masters are 18*l.* and 10*l.* respectively. The stipends actually given are 150*l.* and 100*l.* Besides the stipend to the head master he has a good house of residence, and the means of accommodating from a dozen to 20 boarders. The masters also receive a payment from the boys. We have gone on the principle of making it to the interest of the masters to exert themselves, so that their stipends may partly depend on the flourishing of the school. With regard to the boys, there are 24 boys who are on the foundation and receive a small statutable payment; this we have not increased because we did not see that there was any very great advantage in paying boys to be taught. We thought it was much better to give them what we were bound to give them by the statutes and to afford them as good an education as possible; but it practically comes to this, that the 24 boys who are on the foundation get a good education almost gratuitously.

17,119. Are they boarded?—They are not boarded.

17,120. Are there any boarders in the school?—There are boarders in the school; but that is a private arrangement with the head master.

17,121. You do not interfere with that?—We do not. We allow him to take as many boarders as his house will accommodate, and to charge such terms for them as he himself finds convenient. The fees for the day boys when the last master was appointed were arranged between himself and myself, and I think they are about 3*l.* a quarter. That is what we charge for boys not on the foundation.

17,122. (*Mr. Baines.*) Day boys or boarders?—Day boys. I ought, I think, to state with reference to our school, that it is in no way restricted by statute to the city of Ely. It is not a local foundation at all. It is stated that the master is to teach the 24 foundation boys, and he is likewise to teach boys from all quarters who like to come to be taught.

17,123. (*Lord Lyttelton.*) Why is it called the King's school?—We do not usually call it the King's school. We call it the Ely Cathedral grammar school, but it is sometimes called the King's school, and our late master rather made a point of so calling it; there is really no great value in the title, at the same time there is no impropriety in it, inasmuch as the school was founded by a king.

17,124. (*Lord Taunton.*) So far as day scholars are concerned the advantages of the school are practically pretty much limited to the inhabitants of Ely and its immediate neighbourhood?—Practically they are, as far as day scholars are concerned. Boys do come from the adjoining villages; if they choose to come from any distance there is nothing in the rules of the school to prevent them.

17,125. (*Lord Lyttelton.*) How many boarders have you?—I cannot tell the actual number of boarders, but I think about 12.

17,126. (*Lord Taunton.*) Can you say how many boys there are now receiving their education at this school?—I think about 36.

17,127. Altogether?—I think so.

17,128. (*Mr. Baines.*) You said 12 boarders, which added to the 24 on the foundation makes 36?—It would be something of that kind. Perhaps 40 may be the present number of the school; I really do not remember the precise number.

17,129. (*Lord Taunton.*) Are there not many more than that number of boys at Ely to whom a good education at the cost you have mentioned would be very acceptable and useful?—Ely is a very small place and consisting chiefly of a labouring population. The whole population

is not above 6,000, and the greater part are of the labouring class. Though it is called a city in consequence of its having a cathedral, it is in reality more of the nature of a large village.

17,130. In reality you believe that this school does supply the wants of that class of society in point of education for their children who require it?—I really believe so.

17,131. They consist, I suppose, principally of the tradesmen of Ely?—The sons of tradesmen; that is the kind of persons.

17,132. Do farmers' sons in the neighbourhood come?—There are some sons of farmers in the neighbourhood.

17,133. Speaking generally, what kind of education do you aim at giving these boys?—The plan we have gone upon has been to make it as far as possible a good commercial education, based to a certain extent upon Latin. We have made Latin a distinct part of the education of the school, not with the notion at all of making the boys Latin scholars, but with the notion that it was the best way of teaching them their own tongues. The head master is quite competent to prepare boys if they wish it for the university, and last year we had a boy, who was a very good scholar, and who went up to Cambridge, and the dean and chapter gave him an exhibition to help him to get his education there. In fact we have given notice that if there is any boy reported to us as deserving of being sent to the university, and his friends wish it, we will give him an exhibition to help him in his expenses there.

17,134. Do you think it desirable that a cathedral school such as yours should become a school for the education of the upper division of the middle class of boys who are ultimately expecting to go into the learned professions and to the university, or do you think it more useful that it should be kept as far as possible for a lower division of the middle class, for the sons of tradesmen and so forth?—I should be sorry to see it become a place of education for the upper classes. I think it should be kept as much as possible for the middle classes. I think that was clearly the intention of the school, and I think situated as it is it would be most useful in that way.

17,135. Do you think there is no fear of a school, circumstanced as yours is, with a master capable of giving a very superior education to a boy, and that education being at so reasonable a rate, gradually becoming an upper-class school?—I think not. I do not think that Ely is a place to which persons would be very likely to send their children except there were some particular circumstances leading them to do so.

17,136. You think local circumstances would check any tendency there would be to that in your case?—I think so. Perhaps I may be allowed to mention, as we were speaking of the mode of education, that we lay a good deal of stress upon French. We give the boys the opportunity of learning French, thinking that in these days of rapid communication it is a very great advantage for a boy to get, at all events, some knowledge of that language. I may add that the school is regularly examined once a year by a gentleman selected by the dean and chapter, a Cambridge man, a man of high position, who sends in a report to the dean and chapter.

17,137. Are there any general words in your foundation which would render it obligatory upon you, either morally or legally, to keep this school in an efficient condition?—I think that morally it is quite obligatory on the chapter to keep it in an efficient condition, because it is clearly part and parcel of the foundation. It clearly was the intention that the cathedral should be amongst other things a centre

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of education for the neighbourhood, but legally, I apprehend, we should be bound to keep it in a most inefficient state, because legally we could not be compelled to give more than the small statutable stipends to the masters, which would at once reduce the school to a state of utter inefficiency.

17,138. Do you believe that these schools were founded at all with any special wish to establish them as nurseries for the Church, to supply clergymen, and to assist poor lads to obtain an education which might fit them for the office of a minister afterwards?—There is no indication in our statutes of any intention of the kind. I think it was simply for the sake of educating the poor people, to give them an education for their own sakes. The statutes seem to contemplate quite the poorest boys. They are to be poor boys who are to be collected and taught Latin and Greek, and they are to remain in the school till they can talk Latin. There are some regulations which are totally inapplicable to the present time, and therefore we have set them aside.

17,139. Is there any mention made of instruction in singing?—Only in this way, that it recognizes the choristers as having a claim to be educated in the school; and perhaps I may say a word upon that point, as your Lordship has mentioned it. The chapter did at one time, before I was Dean of Ely, educate the choristers in the grammar school, but it was found that it was practically extremely inconvenient to do so. It is necessary in a choristers' school to make music the first thing, and to make all the arrangements bend to that; and it is almost impossible to carry on an efficient school for choristers conjointly with an efficient school for general purposes; and therefore the dean and chapter established an entirely new school for the choristers. We have therefore now two schools; they are on opposite sides of the cathedral. There is a school for choristers, where we have a master who is not of the same class as in the grammar school. He is a man who was educated and is in fact certificated as a National schoolmaster; a very well educated man of that class; and the school is also immediately under the precentor, who is constantly in it; we have our choristers educated there, and besides those who are actually choristers on the foundation we have a number of small boys from whom we draft boys into the choristers' school. We have, in fact, two schools, a preparatory and an upper school. The boys who are on the foundation as choristers, or who attend the cathedral as choristers (for we always take more to the cathedral than are actually on the foundation, about 14 on week days and 20 on Sundays), are all in the upper school. Then we have 10 or 12 little boys in the lower school whom we allow the master to teach on his own account; he charges 6*d.* a week for them, and the class of smaller tradesmen are very glad to pay that sum for their children being educated in this way; so that altogether we have a school of about 30, in which music is the principal thing. Then if a boy, on his voice breaking so that he can no longer remain in the school, comes up to a certain standard of qualification, and if there be a vacancy, we put him at once on the foundation of the grammar school. We give him this preference because we conceive that the choristers have a sort of statutable right to education in the grammar school. It was found impracticable to carry the statute out *au pied de la lettre*, and therefore we have given them a preference by putting them at once upon the foundation in the grammar school, if their parents desire that they should continue their education.

17,140. I presume the dean and chapter have the appointment of the boys on the foundation generally?—What I have done with regard to the grammar school has been this. Soon after I became dean I asked

the chapter to agree to a rule which I published in the city, to this effect, that the boys would be put upon the foundation *cæteris paribus* in accordance with the report of the examiner at Christmas. Soon after the examination at Christmas I call a special chapter for the purpose of attending to the affairs of the school. We then take the examiner's list, and the master makes a report as to what boys he thinks ought to be put on the foundation. We examine into the circumstances of each case, and put the boys on the foundation in order of merit, unless their parents be in such a condition of life that they do not require the privilege and do not wish for it.

17,141. From what you have stated it would appear that the school at Ely is under peculiar conditions from the circumstances of the town and neighbourhood?—Yes.

17,142. But viewing the question more generally with regard to these cathedral schools, are you of opinion that any alteration might be made by the Legislature, or otherwise, which would render them more extensively useful than they are now?—That depends so very much upon local circumstances that I feel very loth to pronounce any opinion on the subject. So far as our own school is concerned I think it may be said to be efficient, but I think it very well worthy of consideration, with regard to the general move that is being made for middle-class education, whether in the event of an effort being made for the improvement of middle-class education in our district the cathedral school at Ely might not be taken as a very good nucleus for something on a larger scale. For instance, in Bedfordshire I understand that a movement of the kind is taking place, and that it seems to be starting under very favourable circumstances. Now if any great effort of that kind were made in our neighbourhood, it seems to me that it might be a convenient way, instead of starting entirely *de novo*, to start with the cathedral school as a foundation. You would have two masters with salaries paid to them; you would have a playground and school-room, and so forth, all ready to hand; and I think it is possible that any funds which might be forthcoming to support an effort of this sort might be economized by taking the cathedral school at Ely as a basis, and enlarging it.

17,143. (*Lord Lyttelton.*) Is the course of study prescribed in the documents of the foundation?—I do not think there is much more than what is quoted in the following answer from the Dean and Chapter of Ely to the Cathedral Commissioners:—The boys "are "to be appointed by the dean and chapter, *atque hos pueros volumus* "*impensis ecclesiæ nostræ ali donec mediocrem Latinæ grammaticæ* "*notitiam adepti fuerint et Latine loqui et Græce scribere didicerint.*" That is what is laid down, but I think it is clearly inapplicable to present circumstances.

17,144. What is the general course of instruction which is given?—The general course of instruction is a good commercial education. A good deal of stress is laid upon land surveying and practical matters of that kind. The master is very desirous of adapting the education as far as possible to the class of boys that go to the school.

17,145. Is the master a clergyman?—He is a clergyman, but not necessarily so; that is to say, he is not required to be a clergyman by the foundation. The present second master is not a clergyman.

17,146. He has not always been a clergyman?—The head master, I think, has always been a clergyman. The last two masters, the present one and the one before him, are the only two masters who really have done much for the school. Before that time it was the practice to appoint one of the minor canons to be master, and practically I believe

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the school did very little; but some years ago a gentleman, the Rev. J. Ingle, was appointed to be master without any other office; he was a man of very considerable energy, and gave himself to the work of the school; under him the school flourished, and it is also flourishing under the present master.

17,147. Do they all learn the elements of Latin?—Yes.

17,148. And Greek also?—No, they do not all learn Greek.

17,149. What rule have you about their learning Greek?—I really cannot tell you exactly. I think it is according to the judgment of the head master. There are about 8 or 10 who learn Greek.

17,150. At what age do they generally leave, about 16?—Yes, I should think so.

17,151. Do they come to you young? Is it often the first school they come to?—I believe so; they are of all ages, from small to large boys.

17,152. (*Mr. Acland.*) Do you think it important that cathedral schools should be kept up at the expense of the foundation in some degree, or do you think that there is no special claim on cathedrals to assist the classes around them in maintaining their schools? You do it apparently at present from public spirit, or do you do it from a sense that it is in some degree an obligation upon you to do so?—I think we are under a moral obligation to do it. Although the letter of our statutes only compels us to give the small sums I have mentioned to two masters, I do not consider that we are doing more than our duty in doing what we do.

17,153. (*Lord Lyttelton.*) It is a very valuable part of the foundation of cathedrals?—I think so. I should be sorry to see it given up.

17,154. (*Mr. Acland.*) Do you consider the pecuniary payment which you make under the circumstances of Ely to be very important for securing a good school, and that the payments of the parents would not give them the advantages which you are able to give?—I think that the existence of a school endowed as ours is is of considerable importance to the people of Ely, and I believe that they regard it so themselves. Twenty-four boys in Ely can get for a nominal sum an education as good as they can desire to get.

17,155. Do you think that on the whole the best way of using endowments such as you are now speaking of is to cheapen education to the middle classes, who may be presumed to be able to pay at least a reasonable price for the education of their children?—I hardly know how to answer that question. As it is, we are in this position, that there is a school upon the foundation, and the question is whether we shall put that school in a state of efficiency, or whether we shall not. I think that as we have got the school it is our bounden duty to put it in a state of efficiency.

17,156. The question which I asked, really to have its full answer, probably requires, as I suggested, the circumstances of the place to be taken into account, and it is probable that a population of 6,000 would hardly be able to maintain a very efficient classical school if it were entirely thrown on the payments of parents in the middle ranks?—Certainly not.

17,157. In your population some considerable endowment is necessary, first, to secure a good master, and then to enable parents to get the education at a cost which they can possibly afford to pay?—Yes.

17,158. Would that same principle apply, do you think, also to a very large population, or should you say that there the endowment was not necessary for that particular purpose?—I should think probably not; at least it would not be nearly so important as it is with us.

17,159. Assuming that you are discharging an important duty in giving voluntarily some contribution to those around you, this question arises, is it better to give that money in the way of cheapening the cost to the mass, or would it be better to charge the fair cost of the education as a general rule and to stimulate education by small exhibitions tenable in the school?—We do charge the fair cost of education to the general number of boys. We consider it is a matter of prize and honour to be put on the foundation.

17,160. I gather from the return to the House of Commons that the charge is 12*l.* to the ordinary boy?—Yes.

17,161. And 4*l.* to the foundationers?—I cannot tell you exactly, but it is quite a small sum.

17,162. (*Dr. Storrar.*) I thought the foundationers received a payment?—Yes, they do receive a payment; it comes to the same thing; the payment they receive goes against the fees; it makes it nearly free to them.

17,163. (*Mr. Acland.*) You have, in fact, the system which I suggest, namely, a certain number of boys who are upon exhibitions, those exhibitions being a part of the salary which the master receives from you?—Not part of the salary. The masters receive their salaries in the first place from the dean and chapter; then in the next place there are 24 boys who receive certain payments; then a certain sum is charged for each boy. Those boys who are on the foundation will have to pay the master the difference between the payment of a non-foundationer and the sum that they receive. That is what it really comes to.

17,164. (*Lord Lyttelton.*) Is the money simply given to those on the foundation?—I think the money is paid to the master for them.

17,165. (*Mr. Acland.*) Over and above his salary?—Yes; the master gets a good deal more than his nominal salary, because the two masters between them get the fees from the boys. They are divided in the proportion of two to the head master and one to the second master.

17,166. Is the master bound in consideration of his salary to teach a certain number of boys at a lower rate than others, or is he bound to teach the whole school at a lower rate than he otherwise would do?—He is not bound to teach the whole school at a lower rate. The terms that were agreed upon between us for the boys in general were such as we thought upon the whole the people of the place could fairly pay. We thought about 3*l.* a quarter was what might properly be demanded. It is a question whether we may not have set it too high; but we acted according to the best of our judgment, and considered that the payment required was fair with reference to the practice of other schools.

17,167. It appears from the House of Commons return, that the master's income is a little more than 300*l.* a year. Is that what you suppose it to be, 150*l.* from endowment and 150*l.* from capitation fees?—Then he has his boarders; that is a private affair of his own. I have no means of knowing the amount derived from this source.

17,168. Are you of opinion that his position is such that a university graduate may be content with on the whole, and that you are likely to retain him during his vigour?—Yes, I think so. A man who worked the school fairly might besides his house, which is free of rent, expect to get 500*l.* or 600*l.* a year.

17,169. (*Lord Lyttelton.*) Free of rates and taxes as well as rent?—Free from some; I am not certain whether from all; but the amount is certainly not great.

17,170. (*Mr. Acland.*) Do the dean and chapter provide all the buildings for the school, the playground and the house for boarders?—All are provided by the dean and chapter.

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17,171. Do they keep them up?—They keep them in repair, and occasionally spend sums of money on their improvement of their own accord.

17,172. We may assume that in your judgment this cathedral school presents what may be reasonably considered to be a liberal and fair discharge of the responsibilities of the dean and chapter in reference to the school?—I think so. If I did not I would move the chapter to do something more to-morrow.

17,173. How are the Dean and Chapter of Ely circumstanced in reference to the Ecclesiastical Commissioners, and in reference to the management of their own estates; are they receiving fixed stipends, or are they in the position of estates under their own management, and giving them considerable discretion as to their expenditure?—At this present time we have made no arrangement with the Ecclesiastical Commissioners. We are just as we always have been. Our estates are in the old condition; but, as you may probably know, there is a bill now before Parliament which possibly may make a difference in the course of a few years.

17,174. Are you not to some degree under a maximum or some restriction as to income?—No, we are under no restriction. The rule that was laid down was this: that where the income of a deanery was between 1,000*l.* and 2,000*l.* it was left alone, and Ely does lie between those limits, therefore it has not been touched.

17,175. Without asking you to deal with the casuistry of other people's duties, I think I may ask you this question. Do you think that deans and chapters, where their incomes are fixed by law, are bound to do as much for their cathedral schools as they would if they had the free management of their property?—All that we pay beyond the statutable stipends of course comes out of our own pockets. If we did not spend it upon the schools it would be divisible income.

17,176. Do you not think there is a considerable difference in the fair public claims of corporations, when in the one case people have an undefined improvable income under their own control, and in the other case they are fixed at a definite income of 1,000*l.* a year a piece, which, if I recollect right, is the highest amount for canons when their incomes are fixed?—Yes, I think there is a difference. I should suppose that when Parliament fixes an income for a canon it would mean that the canon should receive that sum for his private maintenance, and that all other charges should fall upon the other portions of the property.

17,177. Then if the farmers and tradesmen of the neighbourhood had a claim upon a cathedral school where the dean and chapter had fixed incomes, that claim would be fairly represented to those who had drawn off the estates for other purposes?—Clearly so.

17,178. (*Lord Taunton.*) Do you think that in any arrangement made with the dean and chapter in these pecuniary matters it would be desirable that some provision should be made for the adequate maintenance of these cathedral schools?—I think so, decidedly. The point now raised touches upon a very general question with regard to the claims of cathedral bodies. It has always appeared to me that however great the desirableness may be of getting money from the estates of deans and chapters for increasing the stipends of poor incumbents throughout the country, the especial cathedral purposes have a prior claim, and that it should be seen distinctly that they are properly provided for before you proceed to give money to other purposes; in fact that you should be just before you are generous.

17,179. (*Lord Lyttelton.*) You would not admit a positive claim on cathedrals to observe the proportion that formerly existed between the

payments to their schools and the other claims upon them?—No, I would not; and for this reason: it has sometimes been said that certain stipends are appointed for the dean, for the canons, and for the schoolmasters, and so forth; but at the very time that those sums were appointed in our statutes the dean and chapter were letting their lands upon the same principle that has gone on down to the present time, namely, upon renewable leases with fines, and in addition to what they received in accordance with the statutes they got their fines, as they do now, and it is quite a mistake, I conceive, that the dean and canons were then in receipt merely of those statutable stipends, and that a different system has crept in since that time. It is undoubted that they were receiving fines. The only difference was that at that time they kept no account of the fines; they simply received and divided the fines, and it is a comparatively recent practice to keep an account of them. Until quite lately the two kinds of receipt were kept in two distinct accounts, the sums received for renewal of leases in one account, and reserved rents and other receipts were kept in another account; all those which were in the *fine* account went to the dean and canons, and it was conceived that the ordinary purposes of the cathedral had a claim only upon the other. That system we have lately given up. We now keep only one account; but the purport of my answer was to say that I do not think we should be guided by the exact proportions which are laid down in the statutes, because it is undoubted that at the very time when our statutes were given the dean and canons were receiving money of which no account is taken in the statutes.

17,180. What you think is, that there is a strong claim upon them to keep a good school to supply the necessities of the neighbourhood as far as is practicable?—I think there is a strong moral claim to do so, because that is clearly intended by the statutes.

17,181. (*Mr. Acland.*) Do you think there is any other claim upon these foundations for assisting in the mental and moral improvement of the population around them other than the keeping of a good school?—I do not see what the cathedrals could do as cathedrals; the matter might be brought under our notice as any other charity might be. We always conceive ourselves at liberty to subscribe to local charities, and if petition were made to us to assist by subscribing to a school for the neighbourhood, I think we should entertain the proposition, just as we should any other charitable application; but I do not see that there is any other way in which we could assist.

17,182. (*Mr. Baines.*) Besides the branches which you have mentioned, you teach also the ordinary branches of a good English education, history and geography?—Yes.

17,183. Drawing?—Yes; drawing has been taught in the school under the direction of the master of the School of Art at Cambridge. At this present moment I believe there is some passing misunderstanding which prevents this part of the work from going on; but as a general rule drawing has been taught by the master of the School of Art at Cambridge.

17,184. You teach mathematics with a special application to practical purposes, mensuration, and so on?—Yes, mensuration and land surveying.

17,185. Do you do anything in the way of natural science, such as chemistry, or any other department of natural science?—I am not quite certain, but I believe not. There is no reason why it should not be, if thought desirable.

17,186. You find no difficulty in getting the price which you mentioned, which I understood was for the lowest class of pupils in your

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second school, namely, the school for the choristers; you find no difficulty in getting the 6*d.* a week that you charge there?—No; the parents of the boys seem very glad to send their boys. Those boys of course have the restriction that they must have some promise of having useful voices.

17,187. You are now speaking about the choristers' school?—We could not take a boy unless there was reasonable probability that his voice would be worth training, but we have no practical difficulty in keeping up a succession of boys.

17,188. (*Lord Lyttelton.*) Do you apprentice them, or do anything for them on leaving?—Yes; after their voices break we give them 20*l.*, either to apprentice them or to be put into the savings' bank for their benefit whenever it may be required.

17,189. (*Mr. Baines.*) The course of instruction in the lower school is introductory to the higher school. You do not perhaps teach Latin, Greek, or French in that school?—No, in the choristers' school we do not teach Greek at all, and we give them the merest elements of Latin. Everything in that school has to be made subservient to music, and of course when boys go to the cathedral twice a day and have an hour or two of musical practice besides, it very much restricts the amount of time that can be given to general education.

17,190. (*Dr. Storrar.*) Are there any private schools in Ely between the cathedral school and the National or British schools?—There is one foundation school of a particular charity, which may be regarded as coming between the two, though it is much nearer to the National school than the middle-class school. There is one private school, perhaps more, but I think certainly there is one at present, a school which was some time ago I believe a flourishing school; but I am quite unable to say what its present condition is. It is kept by a Dissenter.

17,191. Can you inform us why it is that the private venture school should exist with such an efficient school as the cathedral school?—I really am unable to say why it should be the case. I think the cathedral school ought to be entirely adequate, and it is my desire that it should be entirely adequate to the wants of the place; but there has been a school in the place of long standing, and which has been kept I believe by very respectable men. It dates back to the period before what I may call the resuscitation of the cathedral school, and my suspicion is that it is the old connexion that was established in that period when the cathedral school was not efficient which still keeps another school going.

17,192. Do the boys who go to this private school board, or are there any day scholars?—I think they are chiefly boarders, but I really do not know the working of the school.

17,193. Have you reason to suppose that the education given there, leaving out the board, would be below the 12*l.* required for the cathedral school?—I do not know what the terms are.

17,194. Supposing that farmers or tradespeople in the county of Cambridge were to send their children into Ely to board, would the fact of their not being inhabitants of Ely debar them from the advantages of the school?—Not in the least.

17,195. In fact, perhaps, you would rather encourage such a process?—I should be very willing that the school should be made useful in that way. No objection would be thrown in the way by the dean and chapter.

17,196. May I ask if the boys are limited to the Church of England, or do you admit Dissenters?—The only practical limitation is this, that

the boys on the foundation are bound by the statutes to attend the service of the cathedral, but no objection that I am aware of has ever been made to such attendance. One case especially came under my notice, namely, that of the child of a Roman Catholic; the boy was one whom we were very willing to put on the foundation, but we thought it right to say to his father first, "Do you object to the boy going to the "cathedral?" and he replied, "Not the least in the world," and so the boy was put on the foundation. I have no knowledge of any boy having been kept off the foundation by this rule.

17,197. Do you teach the Church catechism?—There is no law that it should be taught. The master does practically teach it. Whether he would think it right to make an exception in favour of any boy whose parents objected to it, I do not know. I do not believe that the request has ever been made.

17,198. Do you happen to know whether, either amongst the day scholars or the foundation boys, there are children of Dissenters in the school?—I am not certain of the fact.

17,199. (*Rev. A. W. Thorold.*) Are the National schools in Ely efficiently conducted?—Perhaps being chairman of the committee I may be a prejudiced party, but I think they *are* efficiently conducted. We do the best we can with them.

17,200. My reason for asking that question was because a large attendance on the National school might possibly affect what seems to be the scanty attendance at the cathedral school. Do you think that is at all the case?—No; I think the boys of the National school are of quite a different class.

17,201. Does it ever happen that boys come up from the National school to the cathedral school?—I think not. I do not remember any case. The boys in the National school are almost entirely children of labourers, persons living on daily wages, and that is not the class we have in the cathedral school. Those in the cathedral school are the sons of farmers and tradesmen, and people of that kind. It takes the next class in society.

17,202. In case it was found desirable to enlarge the existing grammar school premises would that be possible to any extent?—I think it would be possible.

17,203. (*Lord Taunton.*) You have probably directed your attention more or less to the present state of the endowed and grammar schools throughout the country. Are there any alterations in the present system which it occurs to you might usefully be made by the Legislature or otherwise to render these endowments more available for the purposes for which they were designed?—The only point upon which I should be disposed to express an opinion would be with regard to the inspection of the schools. I am certainly of opinion that if the schools could be inspected by examiners from the two universities, entirely unconnected with the schools, and whose judgment should be altogether beyond suspicion, it would tend very much to improve the schools, to bring up those that require being brought up to a proper standard; but with regard to the question of endowments, I really know very little what the endowments are.

17,204. Speaking of the endowed schools, I suppose you would see nothing objectionable in rendering that inspection a matter of compulsion upon them?—It would seem to me very desirable that it should be compulsory.

17,205. Have you ever thought on the question, whether it would be useful to place the schools in a county or in any other division or district

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of England that might be thought convenient, so as to bring them together under some common centre?—I have not thought much about it. I should think it was a very desirable thing to concentrate the schools to some extent. There is no doubt that if schools are conducted on a large system, they can be worked very much more economically than they can possibly be otherwise.

17,206. The increased means of locomotion have very much altered the condition of the country?—Entirely so.

17,207. What is your opinion, speaking generally, of the state of education among the middle classes at present, especially among the lower ranks of the middle classes?—My own opinion has always been that it is exactly the class of society which chiefly wants to be brought up to a good standard. It has always seemed to me, and I have expressed the opinion several times, that whereas enormous efforts have been made of late years to improve the education of the lower classes, and whereas the improvement that has taken place in our public schools is also very great, the schools which have remained less improved than any others have been those for the middle classes, and that they really require to be improved, otherwise that we shall be liable to the danger of the education of the lower classes becoming practically better than that of the class above them, and of the proper relation of the different constituents of English society being thus disturbed. As illustrative of this point, I would mention that when I lived in Cambridge I found that persons who had been in the habit of sending their sons to small commercial schools were sending them to the National schools, not so much because it was cheaper as because they found practically they could get a very much better education.

17,208. Does your observation apply especially to that large division of the middle class which is immediately above the class that usually resorts to the National schools?—Yes, what is commonly called the lower middle class.

17,209. I apprehend there are very good schools now, and the number is daily increasing, for the upper division of the middle classes?—I should think so. As we know, great efforts have been recently made. I may refer to those made by Mr. Woodard. It seems to me that those efforts of his are of the right kind.

17,210. Apart from the improvement of the grammar schools, and anything that might be devised for rendering them more extensively useful, are there any other suggestions which you could make with a view to encourage the better education of the middle classes, especially of that portion of them to which you have referred?—I do not know that there is any suggestion that is so matured in my mind that I could venture to lay it before you.

17,211. Do you believe there is an adequate supply of good schoolmasters?—I should be disposed to doubt it.

17,212. Do you think that that religious difficulty which has so often been found to interfere with efforts for improving the education of the people in this country need apply to the improvement of the schools of the middle classes, that it would be impossible for children of different religious denominations to be educated together in these middle-class schools without impairing the efficiency of the sound religious education?—I think that practically there is not much difficulty in carrying the work on. As a general rule very little objection is made by the parents themselves. Parents have great confidence in those who manifestly take an interest in their children, and are very loth to interfere, but it would seem to me that it would be possible to draw up

some kind of clause which might meet with general approbation, which would secure the education of persons of different views in the same school.

17,213. Could you favour us with the outlines of any such clause which you have in view?—I have already, in a letter to the "Guardian" newspaper, suggested a form, but I am not sure that it would meet with general approbation. It is constructed upon this principle, of leaving the matter in an indefinite form, to be arranged by the managers of the school, to this effect, that it should be incumbent upon the managers of the school to make such arrangements as they found from time to time necessary for the admission of children other than those who conformed to the Church of England, that is on the supposition of the school being a Church of England school, with a proviso that the Church of England education of those who did profess to belong to the Church of England should not be interfered with. It might, perhaps, even be found sufficient if a clause were introduced to the effect that it should not be compulsory upon children to learn the Church catechism if the parents objected, in writing, to their doing so. I may just say that the form of conscience clause which has been proposed by the Committee of the Privy Council on Education, concerning which there has been so much discussion with reference to National schools, seems to me to be one that ought not to be adopted, because the teacher is expected to bind himself down not to teach the *doctrines* of the Church of England. Now inasmuch as the doctrines of the Church of England include the whole of Christianity, it really enables a parent to object to any religious education whatever; but I think that it might be possible to allow of objection to a certain definite formula such as the Church catechism, and that practically that would generally meet the difficulty. The course provided by the Act to amend the Law relating to Endowed Schools, 23 Vict. c. 11., appears to me to contain a very reasonable provision. I observe that it very nearly agrees with that which I have myself suggested as suitable for National schools.

17,214. (*Lord Lyttelton.*) You told us that you attached great importance to Mr. Woodard's undertakings. The essential principle of Mr. Woodard's scheme, is boarding as distinguished from day-school instruction?—Yes.

17,215. Do you agree with him on that point, that as far as possible the advantages of boarding-school education should be secured, and on the same grounds of importance, for the great body of the middle classes as they are for the upper classes?—I think it would be very desirable to extend that principle to the middle classes. Whether it is so important for them as for the other class I can hardly say, but I do not know why it should not be. I think that the same arguments which would tend to show the advantage of public schools for the upper classes would also carry out Mr. Woodard's view with regard to the middle classes.

17,216. (*Mr. Acland.*) You have, I know, paid great attention to the general mathematical instruction of the university to which you belong. It has been suggested that we ought strictly to adhere to the recommendation of what may be called a backbone in middle-class education. I want to ask your opinion, whether, on the whole, you think that backbone should be principally mathematical or classical, or would you combine both in either equal proportions, or would you follow the taste of the pupils, or what suggestion on that subject would you offer?—I think that mathematics ought not to be neglected, but I do not see very well how you are to make them what you call the backbone. I

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rather think that language must be the backbone, and that mathematics must be the addition.

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17,217. With regard to the mode of teaching Latin to the pupils, do you think that the mode of teaching Latin to boys who are to go into business early in life ought to be quite the same as that which is adopted to prepare a man for high classical studies at the university? —When the present master of the Ely cathedral grammar school was appointed he and I talked the matter over together, and we agreed that Latin should be made a part of the education of all the boys, but not with the intention of carrying it out to any large extent, but as the best basis for learning English, and I think that is a sound view.

17,218–20. It has been suggested that mathematics ought not to be taught to those who are not going to the universities in an abstract form altogether, but that some of the plans adopted at South Kensington, which are called the teaching of practical geometry and teaching the elements of mathematics in closer contact with actual practice, are desirable and practicable. What is your opinion on that subject? Would you prefer that they should learn the elements of Euclid and algebra, and wait till after-life for all the application?—I should think as a matter of education they had much better learn the elements of Euclid than go through the processes you referred to.

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17,221. (*Lord Taunton.*) You were late principal of the Belfast Academy, I believe?—Yes.

17,222. You are a Doctor of Laws in the University of Glasgow?—Yes.

17,223. You are well acquainted with the system of education in Scotland?—Yes, I have paid a good deal of attention to it.

17,224. What other opportunities have you had of becoming acquainted with the system of education of the middle classes generally in the United Kingdom? — In the first place, as head of a large public school, or rather an institution consisting of an assemblage of schools, the masters of which, like the professors in the Scotch Universities, or in that of London, have distinct departments assigned to each, I have had opportunities of observing the working of that seminary, and of comparing it with the working of others. Secondly, I have been all my life in communication with people in all parts of the United Kingdom who were interested in education, either as professional teachers, or as philanthropists, or as statesmen. And, especially, having very early in life, at about the age of 18, taken up the idea first started by Condillac, that methods of education ought to be founded on the science of the human mind as medical practice is founded on the science of the functions of the body, I have ever since been attentively observing the intellectual and moral treatment of children and young people, in families, schools, and universities, with the view of seeing how far it accorded with sound philosophical principles. In 1828 I set myself to attempt the construction of a regular science of education, or rather a scientific art of education, which should bear the same relation to mental philosophy that the science and art of medicine bears to anatomy and physiology. The idea, as I have said, was started by Condillac; Dugald Stewart very eloquently advocates it through some 20 pages of the introduction to his "Elements of the Philosophy of the Human Mind." The only attempts to realize it that had been made, were those of Miss Edgeworth and Mrs. Elizabeth Hamilton. I took up the subject

where those two writers left it. Avoiding doubtful metaphysical speculations, and cautiously applying the ascertained truths of mental science under the guidance of my daily experience, I endeavoured to discover principles and rules for the guidance of the educator in communicating the different kinds of knowledge, in developing and training the different intellectual faculties, and in forming good moral habits and checking bad ones. While engaged in this investigation, my attention was, of course, very intensely directed to the working of different systems of education; and I examined and compared them carefully, as I had opportunity. As to the methods followed in English schools, though I have not been much in England, I have nevertheless been able, I think, to form a tolerably correct estimate of their average character in the following way:—First, in my occasional visits to England, I took every opportunity of seeing schools and of conversing with teachers on the methods they followed. Then again, many young men educated under me have become teachers in England; I have, as much as I could, kept my eye on such young men and kept up my acquaintance with them; and from them I have learned a good deal about the working of the schools in which they were employed. Finally, the frequent interchange of pupils between the Belfast Academy and the higher and middle class of English schools, gave me opportunities of judging of them. What I mean is this: a boy who had been from two to ten years at an English school, would come to the Academy; and looking, with a practised professional eye and in the light of philosophical principles, not only at the amount of his knowledge, but also at his intellectual and moral habits, it was not difficult to form a pretty correct estimate of the system on which he had been taught and trained. Conversely, a boy would leave us for a school in England, and afterwards, from himself or his friends we learned a good deal about the school he went to. Sometimes both these cases occurred in the same individual; that is to say, a boy would go from the Academy to an English school for a year or two, and then return to us; this gave me still better means of estimating the methods under which he had passed.

17,225. I presume that, to carry your theory fully into effect, you would desire to have a special course of education for schoolmasters, so as to enable them to instruct pupils in the way which, in your opinion, would be most desirable?—Yes.

17,226. Could you state succinctly the chief distinctive characters of the education you think schoolmasters ought to receive in order to prepare them for their work, compared with that which they are now in the habit of receiving?—We have as yet no professional training for teachers of the upper and middle classes. They are generally chosen simply with a view to their knowledge of the subjects they have to teach. Nearly all of them go into the profession without having had the slightest approach to a systematic view of the principles of education. Now it is manifest, I think, that in respect of professional education, properly so called, there should be one course for the teachers of all classes of society. A human mind, in whatever rank the person who possesses it is born, has the same faculties, the same passions, and the same moral sentiments; I think, therefore, that no person is fit to educate the children either of the high or the low who is not familiar with the laws according to which those faculties act and by which those sentiments and passions are regulated. He who is to educate the poor needs to have this philosophical knowledge, and to be able to apply it, as well as he who is to educate the rich, though he does not need the same amount of learning or refinement. He who educates the children of labourers needs to be as sound a philosopher as he who educates the children of peers, but he

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does not need to be so fine a scholar. It has been objected to this view, that we could not expect to obtain so highly educated teachers for schools attended by the children of the poor; but the history of education in Scotland furnishes a practical answer to this objection. I speak of Scotch education as it was a generation or two back, for of late it has been deteriorating. (*See* Appendix.) Forty or fifty years ago, the profession of teaching in Scotland was in a much better state in some respects than it is now. There was no such thing as a distinction between teachers of the higher and lower classes. I have known gentlemen who had completed a college education and others who had nearly completed it, who entered the profession of teaching as masters of the humblest schools and did not feel themselves in the least lowered by doing so. Some of them at first intended only to be temporarily teachers, but succeeded so well that they continued. They had entered the profession at a very low point, and had risen step by step to higher and higher schools, some of them to the very highest, and some to be professors in the Universities. Now such a thing could not occur in England or Ireland according to existing arrangements. In England and Ireland there is an impassable gulf between the teachers of the rich and the teachers of the poor. But if teachers for the higher classes were required in the first place to pass through a proper course of general education, so as to secure a fair amount of intellectual culture, particularly a sound knowledge of logic and the elements of mental philosophy such as a Scotch university affords in the first two or three years of its *curriculum*,—and if they were then required to attend a course of lectures explaining the philosophical principles of teaching, and also to attend a school where they would see those principles practically applied, just as medical students have to attend clinical lectures in a hospital; and, finally, if there were some rule established by which persons having gone through such a course of training, should have a preference over persons who had not gone through it, I think that, beginning with the higher classes of society and schools which are most remunerative, a demand for such teachers would be created, and would rapidly increase, and would call out an increasing supply; and this demand would gradually extend, so that similar acquirements would be expected for teachers of schools of lower grades, till you came ultimately, in the course of a generation, down to the lowest. We find that this has been the case in the medical profession. A hundred or two hundred years ago, really well educated and well qualified medical men were rare, in remote country districts and as practitioners among the poor: now you find highly qualified men in charge of dispensaries; so that the very humblest classes get the services of men of the best medical education. In the same way we find that all the luxuries and comforts and conveniences of life come down from the higher classes to the lower. They are scarce and dear at first, and they become plentier and cheaper in process of time. It would be the same with an improved education for teachers.

17,227. Do you mean that you would render it obligatory on a schoolmaster, before he was allowed to teach in one of these more remunerative schools, to have received this special education that you wish to give him?—I think it would be too much to require that at first; but after due warning, it would be very proper. In the first instance, the means of acquiring that special professional education ought to be placed within the reach of persons intending to be teachers, and after those means have been in operation for some time, then I think such an education ought to be required of all teachers whom the public should recognize. But probably the best way of explaining my meaning will

be to give some details. Suppose then that there were established a Professorship of the Art of Educating (*Pedeutics* as we call it) in each of the Universities, one in Oxford, one in Cambridge, one in King's College, or University College, London, one in each of the Scotch Universities, and one in each of the Queen's Colleges in Ireland. It would be the duty of the professor to explain to his students, on philosophical principles, how each thing that a child has to learn from earliest infancy, ought to be taught; for example, the properties of objects; the mother tongue before beginning to read; the art of reading; grammar, geography, arithmetic; foreign languages, dead or living; natural science; mathematics; and so forth. And the way to do that is—consider what faculties of the mind are engaged in acquiring each kind of knowledge. Botany, for example, exercises one set of faculties, arithmetic a different set; in acquiring a language, again, a skilful teacher will exercise nearly all the faculties of his pupil. Now it would be the business of the professor of Pedeutics to point out how those faculties are to be acted upon, and how each study is to be made subservient to their culture. And after a student has gone through such a course, and given practical proof of his ability to apply the principles it has taught him, he should get a certificate stating that he has done so. Further, it should be given out in the first instance that the Government would not bestow any situation in their gift upon any but a person who had gone through such a course of education, and produced such a certificate. And, perhaps, ultimately an Act of Parliament might be passed that the masters of all schools of public foundation, including schools founded by private benevolence, should be required to have a certificate of this kind. I would not propose to prevent any man from opening what is called in Scotland an "adventure school," who had not such a certificate; but naturally any respectable man wishing to open a school on his own account, would desire to come up to the public standard; and it would be found in time that, just as the same scientific knowledge of medicine is necessary for a man who would treat dysentery properly, whether the patient be a duke or a labourer, even so the same philosophical knowledge of the art of educating is necessary, whether the child to be taught be the son of a duke or the son of a labourer. Anyone would think it a most inhuman and abominable thing, to say that a medical practitioner without any education, was qualified to take charge of a disease in the case of a labourer, but that he who is to treat the same diseases in a person of higher rank, ought to be an educated man. It seems to me just as absurd, and even more cruel, to suppose that a man is fit to take charge of rational and immortal beings if their parents are poor, who is not fit to do it if they are rich. It is a very great advantage to the middle and upper classes of society that the medical practitioners they employ, have had their skill tested before by practising among those who could not afford to pay so highly; and, reciprocally, it is a great advantage to the poor to have the services of highly educated medical men, who do their best for their humble patients, knowing that success in a lower sphere will in due time lead to more lucrative practice. In the same manner, it would be a very great advantage to persons in the higher classes of society, that the men who are to teach their children, should be men who in humbler situations had proved their skill in managing the mind; and it would be a great advantage to the poor to have, as teachers, men eagerly striving who should do his work best, in order to win his way to a higher situation. I have explained these views very fully in evidence I gave before two Committees of the House of Commons in 1835, one presided over by the late Sir Thomas Wyse, and the other by the late Lord Kerry.

17,228. Have these principles been in any degree carried into effect

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in any country that you are aware of?—In Germany they have lectures on what they call *pädagogik;* the French call it *pedagogie.* I have not been in Germany to hear those lectures, nor have I read any German books on the subject. I have read some French books founded on the German, but they appear to me not to be sufficiently scientific, but to be merely empirical; that is to say,—people have followed certain methods of teaching, and think they have found them to answer well, and they lay them down in the shape of abstract or general propositions with a philosophical air, but make no attempt to demonstrate their soundness on philosophical principles. There is far more sound philosophy in the two books I have referred to, Miss Edgeworth's "Practical "Education," and Elizabeth Hamilton's "Letters on the Elementary "Principles of Education," than in any later work that I have seen, continental or English.

17,229. Are you aware whether in any part of Germany the instructors of youth are required to have gone through this particular course of instruction, and to receive some certificate that they have profited by it, and are fit to be teachers under that system?—I have not been in Germany, so I cannot answer that question from personal observation; but I have conversed with Germans, I have read Cousin's Report, and many articles in our own periodicals and other works, from all which I gather that a special professional education is required for teachers of all classes; and from what I have learned of the actual methods of teaching in that country, particularly in Prussia, I am led to think they are considerably better than those that generally prevail in any part of the United Kingdom, except Scotland. The reason why there are more good teachers in Scotland than in England or Ireland is this, that a very considerable proportion of the teachers of Scotland are men who, though they have not had that special instruction in the art of educating which I think so essential, yet have been at college, and as the favourite subject in the course of a Scotch University is mental philosophy, they have the same advantage over a teacher of the same class in England or Ireland that a man who had studied anatomy, though he had not studied the practice of medicine or surgery, would have in treating a disease or performing an operation over a person who knew nothing about anatomy, if he were compelled to act in a medical capacity by being (for example) cast away with some other people on a desert island.

17,230. Do I understand you rightly that the deficiency which, in your opinion, lies at the root of the want of good instructors in England is that in their own education the science of mental philosophy has not been sufficiently cultivated?—Yes, exactly; including, however, not only mental philosophy as a speculative science, but also its practical application in managing the mind. And I think there is a want, not only of instructors but of educators too, for there is a very great distinction. A man may be a very good instructor, and know very little about being an educator.

17,231. I meant an instructor in the largest sense of the word?—The instructor communicates knowledge, the educator trains the faculties. I like to keep the terms distinct, though many use the former so as to include the latter. To return to the question asked a little ago, whether I knew of any country in which such a professional education for teachers as I recommended had actually been afforded:—I did myself give such a course of lectures as I have described, and had them illustrated in two of the schools of the Academy very perfectly by teachers who thoroughly understood the philosophy of their work. One of these was a near relative of my own, educated by myself, who had charge of

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what we called "the mathematical school," though in his hands it embraced general science. The other was an infant school for gentlemen's children, which I established as a preparatory seminary for the Academy. I was fortunate enough to obtain as its governess a very gifted and intellectually accomplished lady, who devoted her whole soul to it. Already a person of superior culture, she addressed herself to her further improvement as if her education had been but beginning. She studied natural history, natural philosophy, and mathematics, and specially mental philosophy and logic. She attended my lectures just referred to,—grasped the principles which they expounded, and applied them most admirably. At that time I had a number of young people of both sexes attending my lectures, with the view of becoming teachers. The young women saw the principles of teaching exemplified under this lady, and the young men under the master of the mathematical school. The results were most satisfactory. The teachers thus formed were the best I ever saw. In particular, there was one girl who was intended to be, and did become a governess in the family of a friend of mine, and who had as complete command over all the faculties of her pupils' minds as she had over the keys of her pianoforte, calling each faculty into action as she required it. I may illustrate this by a particular instance. On one occasion when I was giving a course of lectures, I procured a class of children whom I taught, in the presence of my auditors, for the purpose of illustrating the principles I was expounding in the lectures. Every question I asked, I referred to the rules I had laid down, and showed why I put the question in one form rather than in another. When a child gave a wrong answer, I pointed out what faculty was at fault, what had led it astray, and how it was to be brought right again. After giving such "clinical "lectures" on teaching for three or four days, I invited some of my auditors to join me, and try how far they could apply the principles they had heard explained. Those who consented, sat near me, and when an unusual word occurred, I would ask, "Do you think the children under- "stand that word? how shall we ascertain whether they do or not?" and if the children did not understand it, then—"How shall we proceed "in teaching them its meaning?" And when a method of doing so was suggested, I asked, "On what principle is the method you propose "founded?" We then applied the method, and noted its result. In like manner, when a definition or a rule came to be explained, I would ask my coadjutor to suggest a method of explaining it, and to give the reason of the suggestion; and when a child gave a wrong answer or felt a difficulty, I would ask, "What is the precise cause of the mis- "conception or perplexity? how would you remove it?" and so forth. One of those who were prevailed upon thus to join me was the young lady to whom I have referred, and who had been for two years practising, as governess to the children of my friend, the principles in which she had been trained Her replies were perfect, and showed that she thoroughly penetrated the minds of the children. She pointed out the nature and cause of every mistake; and the methods she suggested, in every instance succeeded. There was present an eminent man of science, of peculiarly practical mind, who afterwards told me that what he had heard and seen on previous days, had still left him in doubt whether skill in teaching did not, after all, depend largely on an instinctive tact; but that young lady's answering had satisfied him that the art of teaching could be reduced to a science, and taught to any person of intelligence and industry as well as medicine or engineering.

17,232. Without entering into the question of a difference in the subjects taught, are you of opinion that there is any essential difference in

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the principles on which the education of a boy of the upper or middle ranks of society should be conducted?—Not the slightest, any more than in operating for cataract on persons of different ranks.

17,233. With reference to the principles rather than to the immediate utility in after life of the things learned at school, what do you think the best course of education for a boy? Would you lay stress upon languages, or upon the exact sciences, or upon physical science, or what do you think is the most useful for the mind of a boy to lay the greatest stress upon?—There are a number of subjects, all of which are of equal importance, because each of them cultivates a separate faculty or set of faculties. To be more precise: All our knowledge is acquired in three ways:—*first;* by observation of individual objects and phenomena:—*secondly,* by classifying objects, which leads us to general ideas, and classifying phenomena, which leads us to general principles:—*thirdly,* by deductive reasoning, by which those general principles are unfolded into their particular results. For cultivating the power of observing and classifying objects, the study of some department of natural history, it matters little what department, is the proper instrument. I should say that botany would be most suitable in the country, where there is an opportunity of getting plants; in other localities, mineralogy may be more easily employed; in a town, where neither plants nor minerals are easily accessible, zoology might be taught by a series of prints of animals, scientifically arranged; or a cabinet of rocks and minerals might be formed. If taught in a proper way, by a person who has a real independent knowledge of the subject, and who understands what are the faculties which it is fitted to cultivate, I know from experience that the study of natural history as a means of cultivating the powers of observation and classification, may begin at a very early period of life, at six years old or earlier. With respect to the study of language, I regard it as of very great importance in various ways. In the first place, language is the means by which we must communicate our thoughts to one another, and without a mastery of language people are constantly liable to misunderstand what others say, and are also liable, even when they understand a subject well, to speak in such a way that other people will not understand them; and the study of other languages than our own is essential to our obtaining a thorough command of our own. I don't refer to the light thrown on the meaning of words in our own language by tracing them to other languages from which they are derived; there is something in that; but a matter of far more importance is, the way in which the study of another language, if properly conducted, leads us to form more correct ideas of the meaning of words and phrases in our own. For example, probably none of us would have ever noticed that the English word "then" has three or four different meanings, if he had not found that it corresponds to three or four totally different Greek words. The English word "that" as a conjunction (leaving out of view its various uses as a pronoun) has four distinct meanings, which a person would scarcely think of as distinct if he did not know that this conjunction is used to render four Latin forms of expression whose meanings are quite distinct. Secondly, the habit of comparing the mode of expressing a thought in one language with the mode of expressing the same thought in another, leads one to look at the naked thought stripped of its verbal clothing, and so to form the habit of thinking independently of words, which is the rarest and most valuable of all intellectual acquirements.

17,234. Do you think it desirable that a boy of average ability should learn a variety of subjects, or would you rather lay the stress prin-

cipally upon one or two to the exclusion of others?—More than one or two, but not a great variety. I would select such a number of subjects as would bring into action and cultivate all his mental faculties. Thus, for the cultivation of the faculties of observation and classification, natural history; for the cultivation of the faculty of inductive reasoning, the elements of natural philosophy; for the cultivation of deductive reasoning, pure mathematics. I had not quite finished what I wished to say in answer to the last question, as to the uses of studying languages. I had pointed out two uses of that study; *first*, that it promotes the cultivation of the power of accurate expression; *secondly*, that it tends, if properly conducted, to form the invaluable habit of thinking independently of words. I was going to add a *third*, namely, that the study of language may be made useful in cultivating all the faculties; observation, classification, inductive reasoning, deductive reasoning. In teaching Latin, for example, the first lessons in the accidence may be made instrumental in exercising the pupil's observing powers. When he has read over the cases of *oculus*, ask him to compare the nominative with the genitive, and say in what they agree and in what they differ; make him compare each of the other cases with the nominative in the same way:—you will thus make him discover for himself the distinction between the *stem* or unchanging part of the word, and the *inflection* or variable part. By this means you will impress the thing much better on his mind, besides cultivating the power of observation. In like manner, when you find the pupil has forgotten the precise meaning of a Latin word or of a combination of words, you say to him, "Have you seen that word or that phrase "before?" If he has, he will probably recollect it: if he does not, you will recall to him the place in which he met it; his attention will be quickened, and when he meets it a third time he will be likely to recognize it, and thus his power of observation will be cultivated. Again, it is by a process of inductive reasoning that critical scholars arrive at the meaning of words and phrases in studying a language; and in like manner a boy, instead of leaning entirely on his dictionary or his tutor, may be accustomed to discover for himself the meaning of words and phrases, by comparing a number of different instances, which is just going through a process of inductive reasoning. In short the study of a science cultivates only one faculty or set of faculties, but cultivates it more effectually than the study of language—gives it, so to speak, a finer edge. The study of language, if properly conducted, besides its peculiar uses, cultivates all the faculties, though it cannot cultivate any one of them so effectually as the science appropriate to that faculty would do. Pure mathematics, for example, is the most effectual instrument for cultivating strict and rigorous deductive reasoning, but it does nothing for the other faculties. Hence the study of languages, properly conducted, will do more for intellectual culture than any other single study; nevertheless, the culture attainable by the study of languages alone, is very defective. All our faculties are equally valuable and equally worth cultivating; and to plan a course of education which would cultivate one set of faculties at the expense of stunting the others, is, I think, a very grievous mistake.

17,235. Would you make any essential difference in the education of girls and that of boys?—I would educate boys and girls precisely on the same plan, I speak of the upper and middle classes, up to the point at which the boys would part off for their professional studies, and at that point the girls should part off for the studies which are to fit them for their profession, which is to be wives and mothers.

17,236. (*Lord Lyttelton.*) At what age should the professional

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teaching of boys begin?—That depends very much on the progress that the pupil has made. I should rather determine it by the studies that he has previously mastered than by the number of years he has lived. If a boy is intended to be a physician or a lawyer, for example, I think he ought to be able to enter college at an earlier age than boys in England generally do. I think that, with a school education properly conducted, all the preparatory culture that is essential to going to a university with advantage, might be mastered by 16 or 17: take four years for a degree, and then you would have a person entering on his professional studies at about 20. Perhaps some boys of ability might go to a university sooner. It strikes me, however, that there is a very great deal of time wasted at school; and that boys might, by adopting better methods of teaching, be made not only very good classical scholars but also naturalists, and might go a good way in mathematics, by the age I have mentioned; and that a much better preparation for the Universities than is at present usual, might be got in a much shorter time than is generally spent at school in England.

17,237. (*Lord Taunton.*) Do you think it would be well, for moral considerations that a boy should have the liberty which must be given to him at a University before the age of 16?—I am not sure that there is not fully as great danger between 16 and 20 as there is before; I think from 16 till 21 is about the most dangerous period of life.

17,238. (*Lord Lyttelton.*) With reference to the analogy which you state between the medical profession and that of teaching, is not there this difference, that you can fully test, by actual practice, the capacity of a young surgeon or a young physician? Can you do that with regard to a teacher?—I should think quite easily.

17,239. Could you explain that more at length? You pointed out how a person intended for the profession of teaching, could be taught certain philosophical truths bearing on the management of the mind; but how could you test his capacity of applying what he has so learnt?—Give him a class to teach, and let him expound the principles upon which he goes. When he asks a question, or when he takes a certain method in correcting a mistake that has been made, let him be asked, "Why did you put the question in that form?" "Why did you adopt "that method of correcting the pupil's error?"

17,240. Is it possible to carry through such a system of professional education for schoolmasters, except in separate institutions provided for that purpose?—I think separate institutions specially provided for the purpose of training teachers, do not answer the purpose at all. I think by far the best plan would be (to carry out the analogy of medical training) to have a school conducted on philosophical principles, connected with a University lectureship on education, just as a hospital is connected with the medical school of a University.

17,241. Do you think such a system as you have pointed out could be fully carried into effect in the Universities?—I think it could. You could just as easily take the students of Pedeutics from the University to the normal school, to see the principles that have been expounded in the lecture room carried out there, as you can take the students of Therapeutics from the lecture room to the hospital.

17,242. You would have these practising schools provided at the Universities themselves?—Yes; that is to say, sufficiently near the lecture room to be accessible.

17,243. And you would have the certificates of knowledge and of skill in teaching, given by the Universities?—Yes; just as degrees in medicine and surgery are given. (*See* Appendix.)

17,244. What do you think of the comparative merits of different

methods in the government and discipline of young persons, keeping in view the difference between instruction and education?—Instruction means simply communicating knowledge, and education means training the intellectual faculties, and also forming moral habits. I should like to have the question with regard to discipline put a little more definitely. The system on which I proceeded when at the head of a public institution, was this: I never would say that I would not use corporal punishment, but I went upon the principle that it was only to be a *dernier resort.* I held that there were certain offences for which it was the only, or the most appropriate, punishment; but at the same time I always relied mainly upon appeals to reason and conscience, and especially upon maintaining strict justice in my administration. I laid it down as a rule that I never would punish a boy in any way, corporally or otherwise, without being satisfied that the evidence was such as would convict him before a jury. I never would hold a boy guilty until he was really proved guilty: the result was that there was a confidence generated in the minds of the boys in the justness and fairness of the government; they knew that discipline was always exercised generously and leniently; and hence when I could get colleagues and assistant-masters who fully acted on my principles, we had very little difficulty indeed in the management of the schools. Another point is this; the proper province of punishment is to act as a check to moral offences; and punishment as a stimulus to intellectual exertion, is, I think, very bad. The pain of the punishment is almost invariably associated with the lesson, instead of being associated with the idleness for which it is inflicted, and produces an intense dislike to study. I hold also that rewards are in many respects even more injurious than punishment. I think the tendency of governing by punishment is to make boys slavish, and the tendency of governing by rewards is to make them mercenary; and that therefore the less either is used, and the more we can govern them by moral considerations, and induce them to study from a love of knowledge, the better. Some people laugh at the idea of getting boys to study from a love of knowledge, but experience shows that it can be done. My experience quite confirms the opinion of Aristotle and Quintilian, "that human beings are born with "a natural love of knowledge," and if that be properly used and properly cherished there will be no difficulty in getting 9 boys out of 10 to study willingly and cheerfully.

17,245. You have not been in the habit of dispensing altogether with rewards in your school?—No, I could not venture to do so. One is obliged always to defer less or more to the public feeling, and cannot do just as one would wish. I have used rewards, prizes, competition, and emulation, but I never was satisfied with the practice, though I never could venture to throw them aside.

17,246. As to the management of large public schools for the middle classes and for others, what is your opinion as to the best constitution of the governing bodies of such schools?—That is a very difficult question indeed, and one which hardly admits of one definite answer. There might be a number of constitutions all differing in matters of detail, yet all very good, provided that two general principles are kept in view. The first is, that the governing body should consist of persons who have a direct interest in the school being well governed; the second is, that they should be persons possessing such an amount of education as would make them qualified to know when a school was well managed. (*See* Appendix.)

17,247. In what sense do you mean a direct interest?—Of course the question refers to schools of public foundation, where there would be no one having any pecuniary interest in the school. I should say, therefore,

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that the governing body of such a school should be composed of intelligent people representing the best educated portion of those who are likely to send children to the school. In the Scotch towns the town council have the management of the schools. The town council are always men chosen to that office because they are men of public spirit and willing to take some trouble and to give some attention to the business and interests of the community; and I believe that the patronage of the Scotch Burgh Schools which is in the hands of the town councils, is upon the whole, very well administered. At the same time people of that class are not necessarily and perhaps not often, men of high education, and therefore if there were some other element thrown in along with an element of that kind, I think you would have the best sort of constitution for a public school.

17,248. You mean that the town council or some such body would have an interest in the working of the school, as they are in charge of the general well being of the place?—Yes.

17,249. (*Mr. Acland.*) Do you not mean rather because they are parents?—Not necessarily because they are parents: of course the majority of them would be parents; but many people who have no children, take a warm interest in education; indeed almost all people with any public spirit do so.

17,250. (*Lord Lyttelton.*) As to the mode of appointment of individuals to form the more educated element, from what class do you think they should be selected, and in what way do you think they might be chosen?—That is a difficult question again. It has occurred to me, however, that perhaps all graduates of any British University residing within the district, would be a good electoral body who might choose two or more persons to be associated with the town council in the management of the school.

17,251. (*Mr. Acland.*) What you have just stated I think would apply only to a town or borough. Can you carry the idea one step further, so as to show us how that principle might be applied to a county in England in which there were a great number of scattered small foundations, in the nature of schools, varying from 10 to 20 in a county?—I have not thought of that case before; but an idea occurs to me at the moment and I may as well throw it out, though it is merely an extempore suggestion. It occurs to me that perhaps the town councils of all the boroughs in the county might send each a representative to a county board; and that an equal number of persons might be chosen on the same plan by all graduates of British Universities, residing within the county.

17,252. That does not quite provide for the agricultural or the territorial element. Can you point out how they may be brought in?—Well, there might be a third element brought in. The grand jury of a county, which in some degree corresponds to the town council of a borough, might send some members to the county school board. Or if you wished to make it more popular, a certain number might be chosen by persons rated for the poor.

17,253. In reference to the order in which subjects should be taken up, what is your opinion as to the age at which classical studies should be commenced. We will first suppose the case of a boy who will probably leave school not for business but for the further progress of his education, either with a view to public life or to a profession?—I think the better plan would be to begin at the nursery.

17,254. To begin Latin in the nursery?—No. I mean that we ought to decide the time at which a child shall begin Latin, by reference to his previous studies in the nursery rather than by his years. Suppose a boy is able to read fluently, and has got some accurate ideas of grammar

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from his own language, and that he has been at the same time amusing himself by gathering plants and learning to distinguish the different parts of flowers from one another, and to distinguish one plant from another by the characteristics of its flower, and otherwise cultivating his powers of observation, he may begin Latin whatever his age. By being "able to read fluently" I mean that the mechanical process of putting letters and syllables together should cost him no perceptible mental effort, so that his whole power of attention may be free to act in his new study. This, together with the mental culture and grammatical knowledge I have mentioned, might generally be attained at the age of *six* or *eight*, perhaps in some few instances earlier.

17,255. You do not share the opinion of those who think that a great deal of time is wasted in learning a great number of inflections between the age of six and fifteen without much mental development being the result?—I am afraid that much time is actually wasted in learning the inflections, of Latin for example; but it need not be so. By a proper method the inflections may be more effectually learned in a far shorter time, and the work made at the same time a means of intellectual culture. The great mistake is that every set of inflections is learnt separately, without any exercise of the understanding and by mere dint of memory. I recollect I learnt them so myself at the age of six, and I well remember how irksome it was; yet I was much more skilfully taught than any boys of that day of whom I have ever heard. Now when one set of inflections has been learned, several others may for the most part be deduced from it by an exercise of the understanding. Perhaps I may be permitted to illustrate this by an example:—When a child has learned to decline a masculine noun in "us" of the second declension, I bid him deline *pelagus*, telling him that it is neuter, and giving him *vivâ voce*, without reference to his grammar, the rule that the accusative and the vocative of neuters are the same as the nominative: thus he deduces the inflection of *pelagus* by an exercise of his judgment. After he has gone over the singular two or three times to make him familiar with the new phenomenon, I bid him decline the plural, giving him (*vivâ voce* only) the rule that the nominative plural of neuters ends in "a" and he declines the plural again by an exercise of judgment. It is worth while to add that, in most cases, I have found that he applies the rule about the accusative and vocative being like the nominative, and gives them the inflexion "a," without being warned. In like manner the flexion of words in "er" may be deduced. Bid the pupil decline *puerus*. He does so. Then say, with a smile, "Now I have played a "trick upon you, there is no such word as *puerus*: it was *puerus* origi- "nally, but now the inflection is struck off always from the nominative "and vocative singular, and the real word is *puer*;—decline it." He does it at once, and is pleased with this exercise of his intellect. He will then easily deduce *magister*, or any such word, from *puer*, on being told to syncopate those cases from which the inflection is not cut off.

17,256. I gather from your answer that you think it is not a mistake to hold that the training of the intelligence may be effected to a great extent by Latin in early life?—Certainly:—I think the intellect may be trained very efficiently by the learning of languages, if proper methods be followed; and that Latin is peculiarly fitted to give that training, if it were properly taught.

17,257. My question related to those who were to become scholars, and to carry on their education at a later period of life. Now I wish to ask you, with reference to the case of tradesmen's children or farmers' children in the poorer portion of the middle class, who by the narrow circumstances of their families are obliged to put their boys to work, in

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order that they may earn something about the age of 15. Should you make classics generally an element of their education?—No, I should not make that study imperative; but I should give all the opportunity of learning it. Nothing is more abominable than to limit the education of a child by the social rank or the pecuniary circumstances of his parents.

17,258. Should you take any other language, French for instance, in place of Latin?—Not as a rule. Generally speaking, for people in that class, French is of no manner of use. I think if I taught any other language than the mother tongue to boys of that class generally, it would be Greek, as being the language of the New Testament.

17,259. Should you make the study of the English language a special thing?—Yes; very special.

17,260. Have you any suggestions to offer on the proper method of teaching English to a person who does not learn any other language than his own?—The method to be followed is the same whether he is to study any other language or not. The first thing to be done is to explain individual words; then to show how they affect one another in combination. The words of one's mother tongue, whatever that be, are learnt in three ways. The first way is by direct association: a child hears the sound "table" when the object is before his eyes. You hold up a hat to him, and you say "hat;" in both cases he associates the word with the idea directly and immediately. When that can be done, it is the quickest way of explaining a word. But it is applicable only to the names of sensible objects and their properties. Secondly, there are many words whose meaning we can learn only by observing how they are used by those around us, that is to say, by a process of induction or generalization. And, thirdly, there are some which may be explained by definition. Now a teacher ought to be able at once to distinguish those words in the lesson which require one of these modes of explanation from those which require another, and to apply the proper mode to each. And he ought never to leave a sentence till the pupil understands fully, *first*, the individual words, and, *secondly*, the bearing of the words on one another, and the import of the sentence as a whole. In like manner he ought to lead them to mark the bearing of the sentences on one another, so as to comprehend the narrative, or description, or argument, as a whole.

17,261. Such intelligent treating of English you would require as an essential element of the teaching of the humbler middle class?—Yes; and of the very lowest class. Before I leave that subject I wish to observe, that a great deal may be done in the way of giving a child an intelligent knowledge of his own language by making him acquainted with such Latin words as have many English words derived from them: for example, the Latin word *probus* is the source of a vast number of English words, "probity," "probe," "probation," "prove," "approve," "approbation," &c. I think the great use of teaching Latin roots to children, who are not to learn Latin regularly, is to give a connecting link which binds all the English words together, by showing that they have all a common origin. This is a great help to the learner, both in understanding those English words and in remembering them. But most of the books containing a list of Latin roots that are used in schools give too many Latin words. They give Latin words from which perhaps only one or two English words are derived; this is useless, for where the English words are so few, it is as easy or easier to learn and remember them by themselves, and there is no good in burdening the memory with the Latin word.

17,262. Do you happen to know Dr. Kennedy's Vocabulary of

Latin Roots ?—No, I have not seen it ; but if I were constructing such a vocabulary, I should select only those Latin words from which a large family of English words is derived. I think that English, thoroughly taught on the principles I have indicated, would be much more useful for a boy who must go to a mechanical trade or into a merchant's office at a very early age, than a smattering of Latin.

17,263. Have you ever considered the question of teaching Latin colloquially, using exclusively or chiefly words of very common and every-day occurrence, and not more refined and out-of-the-way terms ? —I think it would be very desirable, and I know the efficiency of it from my own case. I learned Latin in that way ; for three years of my boyhood, Latin, was the language I principally spoke.

17,264. Could you recommend any definite suggestion which this Commission might make on that subject ?—I am not ready with any definite suggestion. I have often wished I could do the thing, but I never took the trouble to devise any plan for doing it, because I knew it would be impossible to introduce it in the practical working of the schools. The work of the schools was to prepare boys for college ; and for *that* the chief requisite was that they should read certain portions of certain Greek and Latin authors. Had I been at liberty to take my own course, and make boys familiar with the words and idioms of the language by the quickest and most efficient methods, I should not have put them to read classic authors for a good while at first. I should have begun by giving them the Latin names for all the common objects that were before them, and then should have combined these into phrases by means of prepositions and conjunctions. From that I should have gone on to frame short sentences, and should have got them by degrees to talk a little, taking care that nothing but good Latin was spoken.

17,265. You think good might result from that, quite regardless of the question of making them scholars, but as a means of making them understand English better ?—I think so ; and as an easy and agreeable way of enlarging their stock of Latin words, and helping them to read Latin afterwards.

17,266. Will you be so good as to offer any suggestion which you wish to make on the age at which the study of mathematics ought to begin in ordinary cases, and on the proper mode of proceeding ?—Here again I would be guided by attainments, not by age. I think a boy ought to have a good deal of mental culture before beginning mathematics. He should be a very thorough English grammarian. He ought to have his mind trained to precision of thought and expression by that study, and having the words of his English reading book (whatever that may be) thoroughly explained to him. After he has acquired this, if he is to learn a second language (say Latin or German), after he has made some progress in it, and thus has further improved his power of abstract thinking, then he may begin mathematics. The years of his life that have passed I consider not an element worth taking into account at all. One child will attain the amount of culture I have mentioned at 10, and another not till 14; but whenever he has attained the culture which fits him for the study of mathematics, he should begin it.

17,267. (*Lord Lyttelton.*) The age is a variable element ?—Yes ; it is by the degree of mental development we ought to be guided.

17,268. (*Mr. Acland.*) In saying that do you mean to exclude arithmetic also, or are you speaking more of geometry ?—I speak of geometry principally, though the observation applies also, but in a less degree, to algebra.

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17,269. You would begin arithmetic earlier?—Yes; almost as early as grammar. Some children have a peculiar aptitude and taste for calculation, and these may go to arithmetic even before grammar. Generally speaking I think grammar should come first; but as soon as a boy has got to be a correct tolerable English grammarian, he should begin arithmetic. These two studies are the best instruments for cultivating the power of forming and dealing with abstract ideas. When the mind has acquired this power, then, and not till then, geometry and algebra should be entered upon.

17,270. I think I may infer from what you have said, that as regards the boy who has to go into business at 14 or 15, good English, good arithmetic, and general training of his intelligence, would be the chief points?—Yes; and I would add, that it is of the utmost importance that boys in studying arithmetic should not advance one single step without thoroughly understanding the reason of the rule they are learning. The neglect of this is the great vice in teaching arithmetic in almost all schools; in all cases, even in the very humblest schools, boys ought to be made thoroughly to understand the reason of every rule. I think that is the principal thing I have to say about the study of arithmetic. With regard to preparation for the study of arithmetic by giving correct ideas of number, Wilderspin and others have made that so familiar by the use of the numeral frame, and other things of the kind, that I have only one remark to make, namely, that to count from the numeral frame, is injurious if we count from it alone. Our ideas of number are among the most abstract ideas the mind can form:—all abstract ideas are formed by observing and comparing a variety of objects which have only one quality common to them all, whereby the mind is able to separate that quality from the others; but when boys learn to count from the balls of the numeral frame only or chiefly, I have observed that they are apt to associate their ideas of numbers exclusively with the numeral frame, so that in speaking of "five" or "ten" they always think of five balls or ten balls, whereas there ought to have been formed in their minds an abstract or general idea of the number as denoting five or ten *anythings*. To secure this result, the pupil ought to be accustomed to count a great variety of objects placed in a great variety of positions. This error of the teacher of course does not damage the arithmetical knowledge of the pupils so much as their general culture of mind. With regard to arithmetic, the simplest of the exact sciences, I wish to add, that before entering on it, children ought to be capable, not only of forming an abstract idea but also of following a short train of reasoning; for a train of reasoning is necessary to understand the principle of the commonest rules,—subtraction, for example, and multiplication; nay, even to understand notation so as to be able to write figures correctly. I find notation is very much neglected; it is amazing how few children, even of those who have gone on to the higher rules of arithmetic, can correctly write those numbers in which the middle figures are required to be ciphers, such, for example, as 20,012 or 3,017.

17,271. What suggestions would you offer with reference to the teaching of geometry or algebra?—In the teaching of geometry I would suggest two things:—one is, that, for a considerable time at first, no text book should be used; that the teacher should draw a figure, and, without letting the boy know of the existence of a text book, should just guide him to reason out the conclusion from the axioms and definitions, which of course it is easy to teach him orally one by one as they are wanted, and the text book would be introduced by and by, but not for a considerable time. Again, I would suggest that there should be

always given to the pupil a very considerable number of problems, deducible from the propositions he has been taught, in order to exercise him in original thinking by working them out for himself. I know this is done in many schools, but it would be desirable that means should be devised for having it done in all, and done more efficiently in many.

17,272. Do you consider Euclid the best text book, or would you mention any other?—I think Euclid is the best, and that the books that have departed most from the original Euclid, are those that are the worst. I think the editions of Simson and Playfair are still the best.

17,273. Do you disapprove of the modern books, which, I think, are derived from French books, for what is called practical geometry, teaching boys to construct figures by certain rules, without all the elaborate proof of Euclid?—I do not think there is any use in it except for mere mechanical purposes.

17,274. As to algebra?—I would apply the same principle to that as to arithmetic; that is to say, that all the rules ought to be very thoroughly explained, the reason of each expounded, and nothing like a mere mechanical working, or a depending on the teacher's *ipse dixit* for the truth of the rule.

17,275. Assuming that this Commission has to deal exclusively with those who go to the University and into the learned professions with two branches of the middle-class, which I will indicate by saying that their education ordinarily terminates at about 17 or 18, and about 14 or 15 respectively,—could you indicate, broadly and quite generally, the difference between the branches of education which you think desirable for those two classes?—I think that for the higher of those two classes some modern languages would be desirable. If French is an object then I should say that a boy going to business at 18 or 19 ought to have abundance of time to learn Latin to the extent that he would be able to read easily any ordinary Latin that came in his way. He need not turn his attention much to Latin composition, but of course it is necessary to learn a little of it in order to read Latin with advantage. Then he ought to learn Italian, and then French. The reason why I regard this order as important is, that a person who knows Latin well, will learn to read Italian in a fortnight if he follow a proper method. What I mean is, that if he has a good stock of Latin words, and if his teacher knows how to show him the principles that determine the derivation of an Italian word from a Latin word, he will be able to read an ordinary Italian book or newspaper in that time. Of course to write or speak the language would take some time longer. Then he ought to learn French, but not sooner, because a French word derived from the Latin, which a Latin scholar would not recognise at all in its French dress, he recognises at once if he knows what is the form it takes in the Italian. Hence it is quite easy for a person who can read Italian to learn to read French. In fact, he will do so in less than half the time it would otherwise take. Therefore if French is an important ulterior object, and if the boy is to learn Latin, there is a great economy of time in learning Latin, Italian, and French in the order in which I now mention them. Spanish would answer nearly the same purposes as Italian, but not so perfectly, because it deviates more than Italian from the old Romance or Romanesque language, out of which the French has sprung. But if he is not to learn Latin, then German would answer the purpose of intellectual culture pretty nearly as well. However, I do not see anything to prevent a boy (if he is to remain at school till 17 or 18, and if he is tolerably intelligent and diligent) from learning German in addition to the three languages I have named. French is the principal

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object for some commercial purposes, and German for others; and according to the line of business for which a boy is destined, the one of those languages or the other should have prominence in his education. But it is impossible to predestine a boy unalterably to one line of commercial life; circumstances may arise which shall make it desirable, or even necessary, that he should go into a different branch of trade from that for which he was originally intended. French might be a primary object for the one and German for the other; therefore he should learn as much as he can of both, and I think there ought to be abundance of time for that when a boy remains at school till 17 or 18, if proper methods be followed. There ought to be time also for so much of mathematical study as would train the mind to accurate definition, strict reasoning, and close thinking.

17,276. Would you indicate the subjects of mathematics you would include in that course?—I think the usual elementary course would suffice, namely, the first six books of Euclid, and so much of the elements of algebra as would enable the pupil to solve simple and quadratic equations. He might also just have a peep into the higher calculus, just to let him see what sort of thing it is, and know the nature of the new style of reasoning it employs. There ought to be abundance of time for all this if the course of education is properly conducted; there ought also to be time for general reading.

17,277. You have not mentioned any physical studies; should you not recommend them for that class of boys?—Yes, certainly; and for all other classes of boys as well. I have already spoken of natural history for an earlier stage of education; in the more advanced stage I would always introduce the elements of natural philosophy; chemistry I would add if there was time.

17,278. (*Lord Lyttelton.*) Do you think there is time, generally speaking?—I should think so, at least for the more intelligent pupils; but chemistry is not so important as natural philosophy, either for the uses of life or as an instrument of intellectual training.

17,279. (*Dr. Storrar.*) What place do you give these physical sciences as educational agents?—Their use as educational agents is to cultivate the power of inductive reasoning, that is, the power of building up general principles from observation of individual facts, as pure mathematics cultivate the power of deductive reasoning; and as soon as boys are capable of forming abstract ideas and grasping general principles—as soon as they have got correct notions of numbers and an accurate knowledge of the essential parts of arithmetic, and have made some progress in geometry, then natural philosophy may be very advantageously taught. I speak on this matter from experience. My relative and colleague who had the charge of the mathematical department in the Belfast Academy, and whom I mentioned in an earlier part of my examination as having assisted me in training teachers, introduced natural philosophy as part of the work of all the mathematical classes. After those classes had gone a certain length in geometry and algebra, he took up the elements of natural philosophy two days in the week, as part of the work of every mathematical class. He began with simple experiments; and according as the progress of the boys in Euclid and algebra admitted of it, more mathematical views of natural philosophy were introduced. I am not sure of the exact point in the study of mathematics at which the study of natural philosophy began, but I think it was either as soon as the pupil had got through the first three books of Euclid or as soon as he had fairly entered on the sixth. I ought to add that natural philosophy was taught, not in detached facts but in a regular systematic way. The text book used was a little book

Society for the Diffusion of Uséful Knowledge, which nversations on Natural Philosophy," thrown into ve treatise. The text book, however, was not teacher was thoroughly independent of the book, of the subject himself, and that is the great People very often undertake to teach natural history from books when they themselves have not t, and there is no good in the world done by that.

17,280. (*Mr.*) So that, in fact, physical science does not have its great many schools where it is professed to be taught?—I think it is not, in reality, taught at all. The children are merely taught to gabble over a parcel of words about it which they really do not understand.

17,281. You would attach such importance to instruction in physical science as to go the length of saying that it is a great defect in grammar-school education where it has not a due place?—Yes, a great defect. One great advantage of the study of physical science is that, when properly taught, it interests boys in intellectual pursuits generally. For instance: Newton's great discovery, the identity of the power which retains the moon in her orbit with terrestrial gravity, was being explained to a class of from 12 to 18 boys. The teacher did not tell them the result: he enumerated the phenomena by which Newton arrived at it, taking care to present them in the order most likely to suggest it. As fact after fact was marshalled before them, they became eager and excited more and more, for they saw that something new and great was coming; and when at last the array of phenomena was complete, and the magnificent conclusion burst upon their sight, the whole class started from their seats with a scream of delight. They were conscious that they had gone through the very same mental operation as that great man had gone through. The consciousness of fellowship with so great a mind was an elevating thing, and gave them a delight in intellectual pursuits. An unusual proportion of those boys who passed through the Belfast academy during the 20 years that I was able to have natural and physical science taught on those principles, have, as men, been distinguished and successful; and they owe it, I am convinced, in a large degree to the taste for intellectual pursuits thus formed.

17,282. (*Mr. Acland.*) Will you now indicate shortly the course of study which you think, in the present circumstances of England, is best adapted to the lower middle class?—That is when the boy must leave school for work at 14 or 15. Of course he must first learn to read fluently; he must learn thoroughly to understand the meaning of everything he reads, and especially of everything he commits to memory; there is nothing more cruel than to make a boy commit a thing to memory which he does not previously understand. Then he should learn arithmetic, with a view (1.) to a thorough knowledge of the reasons of its rules, (2.) to his being a correct, and (3.) a rapid operator. He should also be made a thorough English grammarian, and I think the amount of intellectual culture which this course will give him will make him a very intelligent man, and will enable him, if he chooses, to educate himself further, with or without a private instructor, if he is fit to rise to anything higher.

17,283. Should you think it important that poetry should form a part of such a course?—I think that poetry should form a part of every course. Children ought to be able to understand poetry. What-

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ever books they read, if they use selections, ought
poetry; and that poetry ought to be explained t
17,284. You think that poetry ought to be o
and not merely hymns and secondary poems?—
are now to be had very cheap.

17,285. (*Dr. Storrar.*) Would you exclude
than English from that course?—No, I would n
that schools where children of that class are
separate schools from those in which the child
them are taught.

17,286. (*Mr. Acland.*) What other subject do
practicable to introduce?—I think geography is one of the
important means for interesting children in their lessons. I have known in all my experience that they take the greatest delight in the study of geography if they are made thoroughly to understand everything they do. I always begin with the globe. If you have nothing else, show them an apple or an orange; let them understand the form of the earth, then transfer their ideas from the globe to the map. Let them understand the whole thing thoroughly, and they take the intensest interest in it, and particularly in the productions of the various countries.

17,287. (*Dr. Storrar.*) You are speaking, I presume, of physical geography and topographical geography together?—Yes. I should mention also, that hereto I speak from experience. In the mathematical school of the Academy for 20 years natural history was systematically taught as a part of the work of the geography classes. An account of its introduction will be found in Dr. Drummond's "Letters to a Young "Naturalist." It is contained in a letter to the author, which I wrote at his request and which he published in his book, and which was copied afterwards in an appendix to Maria Hack's "Geological "Sketches and Glimpses of an Ancient Earth." That letter shows the way in which natural history may be linked on to geography, as well zoology and botany as mineralogy and geology.

17,288. Have you any remark to make on history in reference to the class of boys we are now speaking of?—I have very great doubts about making history a subject of school teaching at all. I think it is scarcely possible to teach history, at least from any books we now have, without prepossessing the minds of children with particular notions upon historical questions, which is not fair to the man in after life; and I am afraid, in the present state of society when religious and political dissensions run so high, it is more difficult than ever to introduce much of the study of history into schools.

17,289. (*Lord Lyttelton.*) Do you mean you would postpone the beginning of history till 18 or 19?—I would let young people read history by themselves afterwards; that I think is the best mode of studying at any rate.

17,290. (*Mr. Acland.*) Do you think where a school is to a certain extent a family supposed to start upon a common basis, that it is objectionable for them to teach the great events of history, according to the view which they themselves take of it?—I think it is indispensable that children should know something of history, but the difficulty is how to do it without giving unfair prepossessions; the way I should prefer to proceed would be this: Let them take the Scripture history and the history of Rome. They form a sort of back-bone, from which all other histories would branch off.

17,291. (*Lord Lyttelton.*) You do not mean that a boy of 15 should know nothing of the history of his own country?—Oh, no. I only say

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is learning it as a school task. I should be or himself privately, and encourage him to do l culture has been properly attended to, will n history, and will read it for themselves. I ight years of age to read through Rollin's Ancient h the deepest interest. Practically, however, I sh history taught in the Academy.

rar.) What course do you generally take in the o religious instruction?—That was almost entirely the English master, and we had no specific rules on the found of late years that the parents did not desire it, though period they did. The course followed was, I think, the the only one practicable in our circumstances; we had cripture history, with very little of doctrine. We had in the children of Unitarians and Roman Catholics, Church of people, Presbyterians, and Independents, and it was very difficult e children of people of all those persuasions in the same class, and to go beyond the simple historical facts.

17,293. (*Lord Lyttelton.*) It was a day school?—Principally a day school; but there was a boarding establishment also. In that a portion of Scripture was read and explained before morning and evening prayers; in the evening the boys were called upon to give an account of the passage read in the morning, and of the remarks made on it, and in the morning they gave a similar account of the passage read the evening before. As a rule we had no catechism.

17,294. (*Dr. Storrar.*) But still amongst those who were boarders had you varieties of religious professions?—Yes, we had; but the varieties seldom caused difficulty in religious teaching. They were principally either Episcopalians, or what we called "orthodox presbyterians."

17,295. Did you find it practicable to introduce all the essential principles of Christianity without running foul of the prejudices of the children, or rather of their parents?—Yes, perfectly practicable in the case of all except a few of the extreme Unitarians and Roman Catholics, and with them I of course did not attempt anything of the kind. The children of Unitarians who were boarders attended family worship. In the course of nearly 40 years I had only once a Roman Catholic boarder; he did not attend family worship, and the reading of the Scriptures, and of course I did not attempt to force him. With regard to Unitarians, I generally found it not at all a difficult matter. They attended at my own place of worship, along with the children of other dissenters, and they would often give a very accurate account of the discourse, and when anything came up about which I knew there was a difference of opinion between myself and their parents, I frankly said, "Now your friends do not agree with me on this point, and I will not go into any discussion of it, nor attempt to prepossess you in favour of my opinion; reserve your judgment, and after you have maturely considered it, when you are a little older, decide for yourself. This, however, happened rarely. Of course I did not attempt any systematic religious instruction with them. They attended our worship, heard the Scriptures read, and knelt with us in prayer; but I never attempted dogmatic teaching in their case, and never heard any complaint from any of the Unitarian parents of any unfair interference as far as the boarding establishment was concerned. In the day school an English master at one time did introduce some doctrinal statements of which a Unitarian parent complained. This was at a time when a keen controversial spirit was abroad, and the result was that the boy ceased to attend that master's class.

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17,296. With the experience that you have [illegible] with these diversities of religious opinion, d[illegible] capable of being overcome upon a large scal[illegible] whole country?—I do. Let parents be reasona[illegible] teachers be conscientious and honourable, and le[illegible] candour and good faith, and there is no difficu[illegible] tarians and Roman Catholics involves some delica[illegible] a practical difficulty with them; but even with the[illegible] not be insurmountable, and I think there ought to be [illegible] ever in a common religious instruction for the children [illegible] denominations.

17,297. That is to say, of Episcopalians and Trinitarian D[illegible] Yes. I think that with just a little good sense and goo[illegible] mutual forbearance, and a little candour and honesty in [illegible] carrying out the regulations of a school, it ought to be perfec[illegible] have a common system of religious instruction, to which no p[illegible] any section of the classes you have named could object.

17,298. Would you include physical science in the subjects which should constitute the education of the lower middle class?—I would. I do not see why it should not. Geography necessarily would come in, and I have stated that I know from experience that there may be connected with it, not a fragmentary or superficial but a systematic and scientific study of natural history, at a much earlier age than 14 or 15, which is stated as the time of leaving school for such boys. I have known boys that were very zealous botanists, and had a considerable practical knowledge of mineralogy, at ages varying from 8 to 12; and I see nothing to prevent this from being general. Children observe objects around them; why not set them to observe systematically as well as in an unconnected way? It is easier and pleasanter, as well as more improving.

17,299. Have you ever, in a systematic way or as auxiliary to any other subject, undertaken to teach political economy, or social science, as it is now sometimes called?—No, never. I think, however, there ought to be no difficulty. I believe that some of the more intelligent masters in the national schools of Ireland have introduced Archbishop Whateley's "Easy Lessons on Money Matters," and so far as that book goes I think it would be quite an easy matter to introduce this study into schools. (*See* Appendix.)

17,300. (*Lord Taunton.*) Is there any other point upon which you are desirous of making any observations to the Commission?—Nothing occurs to me at present.

Adjourned.

APPENDIX.

I.—I have said (17,226) that the education of Scotland is deteriorating. What I mean is, that the vicious system of having schools specially for the poor has been introduced from England, and has led to a diminution in the supply of educated teachers. This is fully shown in two papers in the transactions of the Social Science Association for 1860, the first by Dr. James Bryce, of Glasgow (page 335), and the second by Principal Tulloch, of St. Andrews (page 339). I must add, that though I have said (17,247), the patronage of the Scotch Burgh Schools is "on the "whole" very well administered, yet there is a great want of the educated element there referred to among the electors. Another cause is,

slowly but powerfully aggravating the evil, though its effects are as yet observed by only a few persons who are paying minute attention to the subject. I refer to the working of the so-called Scotch Universities Reform Act of 1858, which has placed the patronage of each university in the hands of a small body of men, most of whom have no practical knowledge of educational matters, and no direct interest in the institutions they are supposed to watch over. These people are doing much mischief in various ways. What I now refer to is that, certain university chairs were formerly looked to as prizes to reward the men who had served their country most efficiently as schoolmasters, but the present patrons, on the contrary, have been known actually to speak of the fact that a man was a schoolmaster, as a disqualification for a professorship. This must drive away young men of talent and ambition from the profession, though there has not been time as yet for making that effect very visible; but I know that some of the most distinguished and useful schoolmasters in Scotland are so thoroughly disgusted with it as to be seriously thinking of seeking other spheres. As soon as this becomes known to young men of talent and culture who are thinking of teaching as a profession, it will drive them into other pursuits, to the great injury of the education of the country.

II.—I have said (17,243) that I would have degrees or diplomas in the art of teaching given by the universities. I ought to have added that just as there are colleges of physicians and surgeons which formerly gave degrees largely, before the medical education of the universities developed itself, so there ought to be, in the meantime, a body composed of men known for their skill in teaching, whose diplomas should have the same effect as one from a university. The "Educational Institute of Scotland" was founded with this view. It has a charter authorizing it to hold examinations and to give diplomas of different grades, attesting the attainments of the holders, and specially their skill in teaching; and it would have been of immense use to the country, had not the Privy Council system nullified these powers by refusing even to place the certificates of the Institute on a level with those of the inspectors. Nothing could be more absurd than this; the certificate of a body of eminent and philosophical teachers like the examiners appointed by the Institute, is an infinitely better test than that of an individual inspector, even if he were himself a practical teacher, which is not necessarily the case. This is another cause operating to deteriorate the education of Scotland, by introducing a lower race of teachers, and driving educated men away from the profession. This is the more to be deplored, because Scotland is the very part of the United Kingdom where such an institution, with anything like fair play, would be most likely to flourish. Had it not been thwarted by what I must regard as not only a blunder but a piece of bad faith on the part of Government, I am satisfied it would have by this time elevated the standard of qualification for teachers greatly, and would have introduced most important practical improvements in the art of teaching. Any attempt to establish a similar institution in England must be attended with great difficulty,—*in the first place*, from the comparative neglect of the mental sciences, and, *secondly*, because teachers in England are divided into classes by barriers almost as impassable as those which separate the castes of the Hindoos. Till this be done away, the improvement of education must make very slow progress, if it do not altogether stand still; for while these castes exist they prove that men are thinking more of that which is taught than of what is far more important—*how* it is taught. And these castes tend to perpetuate the error out of which they have arisen. If any one were to ask, "How is it possible to have one standard of education for a master

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" at Eton and for the teacher of a 'National' or a 'British' school," I answer, that I do not propose anything of the kind. What I contend for is, that *quoad* the Art of Educating, and *quoad* that preliminary culture and knowledge which are necessary to enable one to comprehend the philosophical basis of the art, all teachers ought to have the same training. I read with great pleasure in a Liverpool paper, many years ago, a speech of the Rev. Dr. M'Neile, in which he pointed out the great advantages of having educated men—gentlemen—as teachers of schools for the poor, and added, that the man who could point out a way of securing this would render the greatest possible service to his country. I was a little surprised that Dr. M'Neile should not have been aware that this problem, to which he most justly attached so much importance, had been already solved, though statesmen had not been wise enough to act on the solution. One important part of the arrangements for obtaining this result, and for improving immensely at the same time the education of the upper and middle classes, would be the establishment of such an institution. And in the very nature of things the examinations by which candidates are admitted to the diplomas of such an institution if it is to do any good must have a *varying standard* of scholarship, but a *uniform standard* of teaching power, that is, every candidate must know the principles of the art of teaching, and must give proof that he can teach well; but one candidate may be certified as qualified to teach mathematics, another as qualified to teach classics, and a third as qualified to teach both. Further, one may be certified for the usual elementary course of mathematics, another for the higher mathematics, and another for applied mathematics; and similarly, different certificates may vouch for different degrees of classical attainment.

In short, *unum illud iterumque iterumque monebo*—if any substantial improvement in education is to be effected, the distinction between teachers of the rich and poor must be abolished, the same kind of general culture and professional skill being required in all, though not the same amount of learning. Teaching, instead of being an offshoot of the clerical profession, must be erected into an independent and co-ordinate one, in which it shall be possible for a man to rise from the lowest point to the highest, not by his fame as a scholar or as an author, but by his proved skill in educating, *i.e.*, not only in *teaching*, but also in *training;* and finally, to this profession as to the others a complete *autonomy* must be accorded with regard to the admission of members into it. I mean, that as the studies which a man must go through to qualify him for practising medicine, are prescribed by medical men, and as the examinations which test his proficiency in those studies, are conducted by medical men, so the education of teachers ought to be prescribed and their fitness for the work judged of by teachers.

III.—To what I have said on the constitution of the governing body of a school, I wish to add that where there is a plurality of masters, I think it advisable to give them a potential voice in the governing body. What I mean is this; in some schools there is only one master properly so called; the other teachers, though called masters, are in reality only persons employed and paid by him and entirely dependent upon him. In other schools there is a head-master, and a number of other masters more or less subject to his authority, but not his servants or dependants. In some cases these under masters are appointed by the head and removable at his pleasure; in others, they are appointed by him but removable by some other authority; and in other cases, again, the power both of appointment and of removal is vested in the governing body. In the two last-mentioned cases I would recommend that the masters have some power in general management, either as part of

the governing body, or as a separate board, with charge of some special department of the administration. In some English schools the management of the school is too exclusively in the hands of the head master or a body of masters. There is some danger that the abuses which have arisen from this system may lead reformers to run into the opposite extreme of giving the masters no power whatever. This is the case in the burgh schools of Scotland, and its effects are very injurious in many ways. It causes for instance great difficulty in introducing educational improvements, as the master who wishes to do so must consult the Town Council in any matter of importance, and it seldom happens that there are many of its members who can appreciate the proposed improvements. On the other hand, what Franklin calls "improvements backwards" are sometimes made by a town council at the prompting of one or two amateur educationists among its members; whereas if men of professional experience had a right to speak and vote in the managing body, they would not only be able to prevent occasional errors of this kind, but would imbue the non-professional members with a much more accurate knowledge of the interests and wants of the school. Then, again, social rank depends much more on *power* than on *wealth*; and the social position of the masters of the burgh schools is lowered by their total want of power. Hence it happens that while the teachers of the poor have a much better social place in Scotland than in England, the reverse is the case with the higher schools in England, the mastership confers dignity. In Scotland whatever social consideration a master may enjoy is won by his personal qualities or commanded by extraneous circumstances, in spite of the disadvantages of his official position.

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IV.—In the last question but one I was asked whether I had ever undertaken to teach political economy, and I answered in the negative. I have since recollected that an English master whom we had in the academy many years ago did teach the elements of political economy; but I had no share in the credit of the undertaking, it was entirely his own idea. I think his text book was Archbishop Whateley's little work, to which I have referred. The boys took a great interest in the subject. It was connected with the study of history.

Tuesday, 8th May 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
THE DEAN OF CHICHESTER.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
WILLIAM EDWARD FORSTER, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

The Rev. JOHN M. BRACKENBURY, M.A., examined.

Rev. J. M. Brackenbury, M.A.

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17,301. (*Lord Taunton.*) I believe you are a clergyman of the Church of England, and the head master of Wimbledon School?—I am.

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17,302. I believe your school is a private school ?—It is.

17,303. Is it your own property ?—It is, in conjunction with my colleague Rev. C. J. Wynne ; we are two joint head masters.

17,304. And joint proprietors of the school ?—Yes.

17,305. How long has it been established ?—I have been there 16 years ; it was established long before that.

17,306. Do you mean that you found a good school there ?—Yes.

17,307. And the school building ?—Yes ; not our present school building ; that we built about six years ago.

17,308. Have you considerably enlarged the scale of the school ?—Yes.

17,309. How many boys are there now ?—102.

17,310. Are they boarders ?—All boarders.

17,311. May I ask you, as a test of the class of boys that attend your school, what is the annual cost of education to a boy ?—100 guineas are our terms, with one or two extras, amounting probably to 110 or 120 guineas in the year.

17,312. How late does the boy stay with you ; up to what age ?—Up to 18 or 19.

17,313. They go from you immediately to the University ?—Yes, a few ; but most go to Woolwich, Sandhurst, and other military examinations, and some to the Civil Service.

17,314. (*Mr Forster.*) To business ?—Now and then.

17,315. (*Lord Taunton.*) Are the studies of your school at all specially directed to prepare boys for that calling ?—Yes, they are.

17,316. Do any of your boys go to the Indian Service ?—Yes, a few.

17,317. (*Mr. Forster.*) The Indian Civil Service ?—Yes. Two went up this last time.

17,318. (*Lord Taunton.*) For all these different services do you prepare the boys pretty much alike, or is there any special education according to the nature of the service which the boy is intended for ?—The education is special according to the service ; for Woolwich it is of a particular kind, and for the Indian Service it is of another kind ; but the examination for Woolwich is now very general, that is to say, it includes such subjects as ought to be the education of a gentleman, classics and mathematics holding a prominent place, followed by French, English, and history ; the special subjects are geometrical drawing and the experimental sciences.

17,319. Do you educate all these boys together on a common system up to a certain point, and then prepare them for the examinations separately according to the nature of the examination which they undergo ; or do you from the beginning direct the boys' education with reference to the particular service which he is destined to enter ?—It depends on the time at which the boy comes to us ; we have a great many boys coming from public schools, at from 15 to 16 years of age, who require special preparation in mathematics and drawing, which do not form a part of a public school's education, for the Woolwich or other military examinations ; but if a boy comes to us at 11 or 12 years old, we do not make his education special till he is perhaps 15 or 16—as late as we can.

17,320. Do you resort to what is commonly called a cramming system, for a certain time before they are to be examined ?—If by cramming you mean giving a boy information simply which he does not understand, certainly not. If you mean that he should be able to produce with accuracy what he has learned, we do.

17,321. With reference to this last period of instruction, do you adopt

it specially to the particular examination which they are likely to undergo ?—Certainly.

17,322. Do you believe that that produces any injurious effect upon the mind of the boy ?—I think in certain examinations it does ; for instance, in the Indian Civil Service examinations the subjects are so multiplied that there is a great temptation for boys to be crammed.

17,323. You think that in that respect the system of the Indian Civil Service examinations is not advantageous to the mental culture of the boy ?—I think not.

17,324. (*Mr. Forster.*) I suppose your reason for saying that is because there being so many subjects it is almost impossible to give thoroughly sound teaching in each of them ?—Quite so.

17,325. And therefore the information you are obliged to give to be ready for the examinations is open to the imputation which is generally meant by cramming, that it is more superficial than sound ?—Yes.

17,326. (*Mr. Acland.*) Is it necessary for success in these examinations to prepare the boys in many subjects, on the ground that sound preparation in a smaller number will not be equally successful ?—It has been so hitherto.

17,327. Then you think there has been considerable alteration lately ?—I think in this last examination there has been.

17,328. Are you referring to the particular point of taking off a a certain number of marks ?—Partly ; but that, I think, has been very unfairly done. I was speaking more particularly with reference to the subjects which have been taken up by the successful candidates, and I find that they are less in number this year than they were the year before.

17,329. (*Dr. Storrar.*) Are you aware that the result of the examinations for the Indian Service, viewing them from the commencement to the present time, has shown a gradual narrowing of the number of subjects, indicating that success has really been obtained chiefly by those who have confined their attention to four or five subjects ?—I think that has been more markedly so this year than before.

17,330. (*Lord Taunton.*) Do you prepare boys for the common examinations for the army ?—Yes, for the direct commissions.

17,331. Is there much special instruction necessary for that purpose ?—No, not much. They are obliged to know a certain quantity of arithmetic and elementary algebra.

17,332. (*Lord Lyttelton.*) But nothing bearing specially on the army ?—No, it is not obligatory.

17,333. (*Mr. Acland.*) Do you think that, on the whole, there is very much fault to find with the rules laid down for the examinations for direct commissions, as bearing on general education ?—No, I do not think so.

17,334. If I remember right there is really nothing special in them, beyond simply a minimum of mathematical knowledge ?—Certainly not.

17,335. If I am not mistaken, that is not a very high one ?—No.

17,336. (*Lord Taunton.*) Is your school a classical one to any considerable degree ?—Yes. We have two departments. I take the mathematical department chiefly. My colleague, Mr. Wynne, takes the classical. Boys coming to us from the public schools are carried on in their classics, for of late years classical knowledge has been very valuable in commanding success at Woolwich and elsewhere.

17,337. (*Mr. Acland.*) Will you kindly explain what your staff is, as you are on that point ?—We have eight assistant masters resident, besides our two selves.

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17,338. Will you explain what their educational status is?—Three of them are Cambridge men; one is an Oxford man; one from Dublin, and one from Aberdeen; one is a Frenchman, and another is an English master.

17,339. Is the French master a graduate?—No, he is not. He is a French refugee, and was formerly a distinguished member of the legislative assembly of France.

17,340. (*Lord Taunton.*) Do you attach great importance to classical studies for boys destined for the professions which your pupils generally go to?—Very much so.

17,341. (*Lord Lyttelton.*) They do not generally leave you so early as 16?—No; they more frequently come to us at that age.

17,342. (*Mr. Acland.*) Have you observed any marked difference in the success of boys, say in mathematical, physical, and other modern subjects, if they have had a classical foundation laid; or have you any special remark to make on that subject?—We generally find that the boy who is a good classical scholar has a more enlarged mind and more aptitude for study than those who are not. Language is an instrument of thought, and a boy cannot parse a sentence in Latin without going through a process of analysis which is very valuable to him in mathematical work.

17,343. My question is entirely as to the practical result which you have noticed. Have you had any opportunity of comparing boys who have been chiefly educated by mathematical or by physical studies, to the exclusion of classics, with boys who have had a sound classical education?—Yes; and I should give it in favour of those who had had a classical education.

17,344. (*Mr. Forster.*) What state are the boys generally in when they come to you?—Those from public schools generally have a fair classical knowledge. We do not, of course, get the best boys of the public schools; they take the prizes at the Universities, but it is generally the boys who just fall short of that who go into the army.

17,345. Is it the usual thing for parents who are going to bring their boys up to the India Civil Service, or to the army, to take them away from a public school and send them to you, independently of their acquirements at the public school?—Yes, certainly; very few public schools have ever sent a boy direct to Woolwich successfully; there seems to be a need of some intervention.

17,346. In your experience of preparing boys for these examinations, would it be your opinion that the effect of such an education would be better or worse for the general training of the boy's mind, as compared with a boy who was not brought up or educated for any special examination for any special service?—To what age?

17,347. The age with which you have to deal, up to 18?—I should prefer a general education; and I may add, that for those examinations with which we have most to do, namely for Woolwich and Sandhurst, the education is very nearly general.

17,348. What I wanted to point out was this; is not the want, in so far as it exists, of a general education compensated for by the greater interest the boy must have in preparing himself for an examination upon which so much depends?—Yes, perhaps it may; but still I would remark, that the examinations which we chiefly deal with are not very special.

17,349. Do you teach physical science?—Yes; chemistry and physics.

17,350. How many hours a week would be given to that?—Four

hours a week with the master, and perhaps an hour for preparation besides.

17,351. Is there any difference in the amount of physical science given according to the examinations for which the boys are prepared?—If a boy does not take it up as a subject we do not teach it him.

17,352. What I mean is this, are there any examinations for which you prepare in which physical science is made a requisite?—No, not a requisite.

17,353. (*Lord Lyttelton.*) For what purpose do they study it?—In this way. Take the Woolwich examination, for instance; a boy may be examined in five subjects, and in no more than five. If he has not any classical knowledge, he probably would take up mathematics and English, then history. He must take up French, and if he has no great talent for drawing, the next most useful subject would be experimental science.

17,354. (*Mr. Acland.*) Do you often meet with cases of boys who have no aptitude for linguistic study, and who dislike the minutiæ of scholarship, but whose minds are called out by tangible and mechanical subjects?—Sometimes, not often. I know one case, which we have now, of a boy who will do remarkably well in the experimental sciences, but who has no taste for classics.

17,355. (*Mr. Forster.*) About how much time a week do you give to history?—According to the class the boy is in; if he is getting near the time of his examination, about seven or eight hours a week.

17,356. The amount of time that is given to history would be a peculiar feature in your school?—Yes.

17,357. Which I suppose is made necessary by the examinations for the Indian Civil Service especially?—Yes, and Woolwich.

17,358. (*Lord Lyttelton.*) Yours is a boarding school?—Entirely.

17,359. (*Mr. Acland.*) Have you any suggestions to offer as to the best method of teaching history to boys?—The method we pursue is by taking a book like "Hume's History of England," making that the text book, and then giving examinations orally and on paper from it. We should take the most interesting portions of the history. I do not know whether devoting such a large amount of time to history as we are obliged to do is altogether very profitable for a boy; he certainly accumulates a number of facts, but how far those facts may tend to educate his mind is a matter about which I have very great doubt.

17,360. Do you find it difficult to give to young boys an interest in what we may call the politics, or philosophy of history?—Yes, they cannot embrace it; many a boy I think has learnt to dislike history, and has thrown away his dry compendium as soon as his examination is over, with a determination never to look into history again.

17,361. Am I to infer that if you were free to modify your own course from the restraints imposed on you by the requirements of public boards that you would rather give boys a skeleton or an outline of the facts and dates in moderation; and that you would postpone the study of history in detail to a later period?—Certainly.

17,362. (*Lord Lyttelton.*) Do you think history can be better taught to boys and with more interest by giving it as much as possible a biographical form?—Yes, possibly.

17,363. (*Dr. Storrar.*) Looking to general education, what place would you assign to physical science?—As a means of education?

17,364. As a means of education?—I should not place it nearly so high as language; and in my opinion the study of physics with boys up to 16 or 17 is simply an accumulating of facts, which they learn without being able to use. Powers of classification and generalization

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come later in life; and the fault of all these competitive examinations is that they antedate a boy's mind.

17,365. But assuming that a boy has had the advantage of a good classical education, do you think he would profit by a certain amount of discipline in physical science?—If he is perhaps more than an ordinary boy; I do not think so generally speaking.

17,366. It has been given in evidence that boys proceeding to the Universities Cambridge, for instance, display a remarkable degree of ignorance as to the simple facts of science?—Yes.

17,367. In view of that, would you be inclined to think that it would be desirable that boys proceeding from school to the Universities should have some greater amount of information on those subjects?—Not generally; and I may cite, in illustration of my opinion, the example of Professors Sedgwick and Henslow—great names—who, I believe, before they took their degree, knew nothing of geology and botany, but their minds were educated by their mathematical studies, and they were ripe then to take whatever came before them.

17,368. (*Mr. Baines.*) Do you teach anything of Indian history to those who are intended for the Indian Civil Service?—Yes.

17,369. (*Lord Taunton.*) Have you any difficulty in obtaining competent assistants for the tuition of your school?—Yes, we have had, but that has been met by increasing their salaries.

17,370. (*Mr. Acland.*) Would you at all indicate what you think was a suitable and liberal remuneration for assistant masters in schools such as yours?—Of course those who take the higher branches of classics or mathematics would be paid more than those who take the lower, and for the former I should say 200*l.* a year, and board and lodging.

17,371. You think such an amount, with kind and gentleman-like treatment, would secure good teachers?—I think it would.

17,372. (*Lord Lyttelton.*) Such a master would come to you as a young man; how long should you expect to keep him?—Perhaps three or four years.

17,373. (*Mr. Acland.*) And you would not very much object to a rapid change of that kind with young teachers?—Four years is a considerable time. It is as many years perhaps as you would find the younger assistant masters stop in the large public schools.

17,374. (*Lord Taunton.*) Have you at all considered the question of endowed schools in this country, and of any measures that might be taken to render them more useful than they are now?—I have not. The founding of scholarships and exhibitions is a great incentive.

17,375. That is an encouragement to education which would apply to all subjects, is it not?—Quite so.

17,376. (*Mr. Acland.*) It has been suggested, in reference to some of the minor grammar schools, that they are very much injured by having exhibitions to the Universities, on this ground, that it gives the master a reason and sometimes an excuse for narrowing exceedingly the whole course of the education on the basis of the University training, to the detriment of the other boys who do not wish to go to the Universities. When you spoke of education, you probably did not mean only exhibitions to the Universities, but also exhibitions to be held in the school?—I meant exhibitions to be held in the school.

17,377. Does your opinion go to this, that you think a portion of the endowments might be better spent in exhibitions open to competition to cover the expense of the education, rather than a direct payment of salaries?—I think so.

17,378. (*Lord Lyttelton.*) How far do you employ the monitorial

system?—We assimilate our system as much as we can to that of the public schools.

17,379. There are great differences on this point among the public schools, are there not?—Yes, in details; but the principle is the same. We have 10 boys whom we call *censors*, answering as much as possible to the prefects of a public school. We give them the power of the cane, carefully guarded in this way; that they may cane no boy above 15 years of age, and then the boy always has an appeal, either to myself or to my co-head master.

17,380. Before it is inflicted?—Yes. We have never had an appeal, and I know it has been inflicted several times; we never hear anything about it officially, and it works admirably well. We have many public school boys who come to us knowing the system, and therefore we are very advantageously-placed in that respect.

17,381. Are they the 10 boys at the top of the school?—Yes; they must be in the highest form either in mathematics, in classics, or in English.

17,382. Is there any minimum of age which they must have attained?—They would not be under 16.

17,383. *A boy of 16 might cane a boy of 15?*—In his collective capacity. *It is done by the senior censor.* They would hold a court upon the offender, and the senior censor would always inflict the punishment in the presence of one or two more.

17,384. Is it on the hand?—No, on the back.

17,385. Do you suppose it is often done?—Perhaps three or four times in the half year at the most.

17,386. Do the masters administer corporal punishment?—Never. That is entirely reserved to Mr. Wynne and myself. In fact, the masters do not punish at all; they have to report. Our masters are so many—one for every 10 boys—that a boy might get a multiplicity of impositions without the masters being aware of it; therefore all reports come to us, and we set what impositions we think proper, and then the masters look them over.

17,387. Do you think it possible to do without corporal punishment?—I think not. I should be very sorry to undertake a school without having the power to inflict it.

17,388. How often do you punish in that way yourself?—This half-year, since the beginning of February, I have only so punished once. It is generally reserved for moral offences.

17,389. Do you often expel a boy?—No; we occasionally do. You must recollect that boys come to us very much older than they do to many schools, and therefore we are, as it were, always building afresh, and it sometimes requires a little care in the weeding out refractory subjects.

17,390. Is there any rule about expulsion, or is it for those you consider incorrigible?—It is for any gross and continued disobedience or moral offences for which a boy would be expelled from a public school, but we have no particular rule laid down.

17,391. What do you do on Sundays?—There is half an hour in the morning for work, according to the boy's age; a preparation of Sinclair on the Church Catechism, or Tomline's Introduction to the Scriptures. Boys who are more advanced take the Greek Testament, and sometimes the History of the Prayer Book. Then we have one hour's study in the afternoon, so that an hour and a half is all the time for work on the Sunday.

17,392. Is it similar in the afternoon to the morning?—Yes. They prepare their lessons in the morning, and say them in the afternoon. Then we attend church twice.

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17,393. What do you do in the evenings?—The service is in the evening.

17,394. Are they allowed liberty the rest of the day?—They are not allowed outside the gates on Sundays.

17,395. What is the extent of the premises?—The cricket field is about 3¼ acres, and their playground more than half an acre; it is gravelled and walled in.

17,396. What do you do with the children of dissenters?—We have very few; we have a few Presbyterians. We do not teach them the Catechism; but they all go to church.

17,397. Do you read the Bible with all the boys?—Yes, a chapter in the Bible is read; every morning in the Old Testament, and every evening in the New Testament, by one of the censors, and then prayers are read, either by Mr. Wynne or myself.

17,398. Have you any Scripture teaching in the week days?—No direct teaching.

17,399. Do you expound the Bible to them on Sundays?—Yes.

17,400. You read it and explain it to them?—Yes. This is necessarily done in the Greek Testament classes; and the younger boys read portions of the Bible, and have it explained to them.

17,400*a*. Have you never had a request from the dissenting parents that their boys should not attend the Scripture class?—No; and if we had, we should refuse it.

17,401. (*Dr. Storrar.*) Has it ever happened that you have had a request from dissenting parents?—Never.

17,402. (*Lord Lyttelton.*) Is it a rule of your own that you do not teach the Catechism to them, or has it been from any feeling on the part of the parents?—It is a rule which I found when I took the school, and there have been so very few cases that I have not disturbed it; and, in fact, practically speaking, the chief lessons of the Catechism have been taught in other ways.

17,403. Have you not the children of Unitarians?—No. And Roman Catholics we do not admit.

17,404. You would admit others on this rule?—They would have to go to church.

17,405. (*Lord Taunton.*) Is there any other point on which you are disposed to favour the Commission with any observations?—One or two on the Indian Civil Service examination. I cannot help feeling that taking away the 125 marks indiscriminately is very unfair to the candidates. If the relative marks in the first instance be correct, and we say that to the language of Rome 750 shall be given, and to that of France 375, to take away 125 from each does not seem very reasonable. I have been looking at this last examination, and I see that two candidates, and they were not the last on the list, obtained one mark each for the whole examination: one obtained his mark in mathematics, which count for 1,250, and from which nothing is deducted, and therefore he got $\frac{1}{1250}$th of his maximum. The other obtained his one mark in the language of Rome, from which 125 marks had been deducted; so that he got 126 marks or about $\frac{1}{6}$th of his maximum, and yet these two candidates ranked as equal.

17,406. (*Mr. Acland.*) Would not that tend to show that the knowledge which those candidates had of those subjects is very shallow?—Quite so; but they came out on a *par;* and it strikes me as exceedingly unfair that a knowledge which is estimated as $\frac{1}{1250}$th part of its subject, should be placed on an equality with another knowledge which is estimated as $\frac{1}{6}$th part of its subject.

17,407. Your objection, so far as that particular case is concerned, goes to show that the test is not equally applied?—Quite so.

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17,408. Are you prepared to say that it is not desirable to discourage taking up a smattering of knowledge in many subjects, by saying that a smattering shall count for nothing?—It ought to be discountenanced in every way, but it seems to me, if I may be allowed to make the suggestion, that the plan adopted at Cambridge would be beneficially adopted here. Candidates for mathematical honours must pass an elementary examination during the first three days; then an interval of eight days takes place, and those only who have satisfied the examiners on those three days on the elementary subjects are allowed to compete in the higher parts of mathematics for the remaining five days of the examination. The marks obtained during the whole eight days determine the final order of the candidates.

17,409. Your suggestion would be, that instead of striking off a certain number of marks from all boys, that all boys should pass qualifying examinations in the elementary subjects?—Certainly.

17,410. In certain elementary subjects?—In the subjects they take up.

17,411. You mean in the elements of each subject which they profess to take up?—Quite so. This method would, it appears to me, perform much more efficiently what the taking away of the 125 marks is meant to do.

17,412. In reference to your own school, you spoke of boys reaching the first class by different subjects, would you be so good as to explain how you classify your school in regard to the claims of different subjects?—I think mathematics and classics are equal with us. There is an entire list of the school arranged according to classics, mathematics, French, and English. Mathematics and classics bear the palm, and next to them we place English and French.

17,413. Do I understand that you have certain parallel lines of classification into which you redistribute your school?—Yes, when a class is dismissed from its lesson in the classical school it would come into the mathematical, and the boys are distributed to the different masters according to their respective attainments in mathematics.

17,414. Do you, so to speak, shuffle the cards of the whole school at different times?—Yes; and it is often difficult to arrange them properly.

17,415. From top to bottom?—Yes.

17,416. Do you find, on the whole, that is the most convenient?—Yes. Each master is confined to one department.

17,417. Comparing the state in which boys are, as you are aware, attending public schools with a great deal of liberty and without much enforced work, and comparing that with the state of the boys in your own school, are you able to strike a balance of advantage as to the effect on the boys' minds of the freedom of the public school, and what I presume is the greater constraint of your own system?—I think the public school system is the best for the genius of the English character. We assimilate our system, and I think all private schools should assimilate their systems as much as possible to the public school. We give our scholars great liberty. We allow them to go into the village for three-quarters of an hour a day, and they roam about the country checked by roll-calls every two hours. We encourage, and very successfully, cricket, football, and other athletic sports.

17,418. The remark is often made that public schools, having an acknowledged status of a social kind, do not take as great pains to fit boys for their future career in life as gentlemen do whose whole success depends on the apparent and evident success of their pupils. If that be in any degree true, could you point out wherein you differ from

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public schools in your power of getting boys to work?—Our school hours are much longer, our proportionate number of masters is much greater; all our work is done in school, and you may call us, perhaps, somewhat of a hotbed of instruction.

17,419. (*Lord Lyttelton.*) How many hours are the boys in school?—Varying from 40 to 46 hours a week.

17,420. On the average about seven hours a day?—Yes.

17,421. (*Mr. Acland.*) Setting aside the special demands of parents for immediate success in some object on which they have set their hearts with a view to the future advancement of the pupils, are you prepared to say that the hotbed plan is a good one for boys?—No, it is not, if the boys are pressed much.

17,422. (*Dr. Storrar.*) You would not consider it a defect in the public schools that the boys educated there are not able to proceed at once to Woolwich and the Indian Civil Service examination, without the intervention of your establishment?—I consider the defect lies on both sides. I think the nature of the examination is not such as ought to be required from a public school; and on the other hand I believe there is a great deal of idleness in a public school.

17,423. (*Mr. Acland.*) Are you prepared to say that such an examination as is required for the direct commissions is anything more than any well educated boy at a public school ought to be able to profess?—No, I do not think that for the direct commissions it is, but for Woolwich a very high standard of mathematics is required, which is not generally attainable in a public school.

17,424. What is the practical working of the Woolwich system as contrasted with the direct commissions, seeing that it appears that classics and mathematics are highly valued in the Woolwich entrance examination; is the difference that the competition forces the boys more?—Yes, certainly, and I do not think you could, at a public school, *generally* carry out the double system of mathematics and classics, especially when combined with French and English, although I know it has been tried at one or two successfully.

17,425. Do you go so far as to say that you think a public school or grammar school must confine itself principally to one subject of education, and that it is not possible to give classics and mathematics perfect fairness side by side?—I think it would be difficult.

There is one matter I wish to mention with regard to the Indian Civil Service examination. I believe it is conducted in theory by a number assigned to each candidate; but it is the practice of some of the examiners to ask the candidates where they came from, what text books they have been reading, and so on. There is an impression among the candidates themselves, and amongst many with whom I have conversed on the subject, that there is an unfairness about that. The Indian Civil Service examination does not seem to have the confidence of people in the same way that the Woolwich examination has. At Woolwich the field is perfectly clear, neither the examiner nor the Council of Education know a candidate's name at all, merely his number; but that is not the case in the examination for the Indian Civil Service.

Appendix to Evidence.

Having been invited to add to my evidence any remarks that might bear upon the objects of the Schools Inquiry Commission, I venture, with the assistance of my colleague, the Rev. C. J. Wynne, to make some few suggestions on what appears to us, from many years' ex-

perience, the best machinery for educating the great middle classes of this country.

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In the first place we have no hesitation in stating our conviction that what is generally known as the public school system is the best suited to the English character. The internal organization of a public school, the self-government and responsibility of the boys tend to make them self-reliant, manly, generous. We would suggest that the establishment of great boarding schools, where pecuniary success would not be the primary object, and whose independence would be a barrier against ignorance or impatient pressure from without, should be encouraged throughout the country, and should penetrate as far as possible into the lower middle class. We do not mean State schools, but schools governed by an independent council or body of gentlemen in the same way that Marlborough, Cheltenham, and some others are conducted.

The nucleus for these would often be found in the existing endowments of many a small grammar school, which by amended regulations, by judicious assistance in the shape of greater school accommodation, exhibitions, &c., would expand into a large and valuable institution.

The narrow-minded jealousy which sprang up some years since and endeavoured to restrict the number of boarders in endowed schools has, we think, seen its error, and there are few places whose inhabitants would now petition for a scheme in which a prominent feature was a prohibition, forbidding the masters of the school to take boarders.

Such schools if established on a large scale may be conducted very economically, and place a good sound education within the reach of persons of very limited means.

It would, however, be doubtless impossible to multiply these great schools to an extent commensurate with the educational wants of the country above the national school. Then again many boys are unfitted, by habits both of body and mind, for reaping the full benefit of the public school system; special training also is now largely demanded for different competitive examinations; and here there seems a fair scope for the private school, where more particular supervision, and more individual teaching and encouragement might be obtained. Yet the private school would do well to assimilate as much as possible its organization and discipline to that of a public school, especially in the monitorial part of it—the government to a great degree of boys by boys—carefully guarded against abuse, rather than by the perpetual intervention of a master. A certain freedom of action, a feeling that he is trusted, is as necessary as the air he breathes, to the development of an English school boy.

Next as to the nature of the general education of the middle classes. What should be the basis? Ought several years of a boy's life to be frittered away, as some call it, in learning "little Latin and less Greek;" or should he spend his time in the study of natural science and of so-called useful knowledge? We unhesitatingly reply, the study of language. A boy, who has learnt to parse, for example, an easy Latin sentence, has had his memory exercised, has acquired habits of accuracy and observation, has had his powers of analysing thought tried, in short has had all those qualities which fit a man for the struggle of life brought into play in a far greater degree than by any other educational process, and the language should, if possible, be a dead one. The more perfect structure of the Latin and Greek languages, even their very fixedness, from their being dead, renders them better instruments in educating the mind than the French or any modern

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language, where there is always a temptation to teach conversationally rather than by the strict rules of grammar.

To this should be added the study of arithmetic and elementary mathematics. We do not wish to exclude history or geography, or natural science, their leading facts may well form an interesting part of a boy's studies, but we are decidedly of opinion that such studies should not be made the main education of the mind. Facts would be accumulated, the memory would probably be strengthened, but there we fear the benefit would generally end. The study of language, itself the expression of all the complex powers and emotions of the mind, and the severe process of mathematical reasoning, strengthen and develop the intellect, preparing it to grasp the principles of whatever science may afterwards be placed before it, and to form a right judgment in the manifold problems of life.

Another important point is the social *status* and efficiency of private schools. Much discredit has been brought upon them not only by the incapacity of some masters, but by the self-laudatory advertisements of others, by which they often practise upon the ignorance or pander to the vanity of parents. Let this be discouraged in every way. Let all facility be given to those who wish for thorough inspection and examination of their schools. Let the examiners be chosen from the Universities or some other bodies, who would command the confidence and respect of the community at large. Let full publicity be given to the results of these examinations; and if their scholars have obtained success elsewhere in any trials of intellect, let the same honourable mention be made of it in the press as is accorded to the public schools, so that no master may be driven to the painful expedient of advertising in order that the world may know what his scholars have accomplished. Surely the office of a teacher is an honourable one, and it must be the interest of all, who feel the value of a rightly educated community, to elevate in the social scale all who are engaged in educational work. If this publicity of properly authenticated results were to become general, the charlatan must fall, Where a school shrank from the ordeal of public examination, the inference would be plain; whilst the honest and pains-taking schoolmaster would rejoice that the result of his labours could be tested and made known in a legitimate and honourable manner. We do not therefore set much value on any registration or certificates for schoolmasters; they are at the best but uncertain guarantees of a man's real efficiency, not only in the art of teaching, but in imparting a good and healthy tone to a school; we would rather be guided by well-ascertained results of its physical, moral, and intellectual state.

In conclusion, we hope it may not be considered irrelevant to say a few words on the great educational feature of the day—competitive examinations.

Although ourselves reaping the benefit of the present craving for competitive examination, we cannot refrain from looking with some alarm upon the effect which this exciting stimulus may have upon the rising generation of this country. Inertness is one thing, and continued high-pressure of the brain is another. The incessant demand for the production of a certain amount of knowledge, no matter how acquired, in all the various arts and sciences is not only causing an undue strain upon the intellectual powers of many a young boy, but is a strong incentive to what is now become a great art—the art of "cramming."

Examining bodies, we cannot help thinking, have in a great measure brought about this state of things by the injudicious multiplication and selection of subjects. Questions are continually set which demand the

matured thought and reflection of later years; and if answered at all by youthful candidates, must be the mechanical result of well-trained "cramming," alike injurious to independence of thought and honesty of character.

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We speak with all respect, but with all sincerity, when we venture to suggest whether the simple, honest, sound education of our great middle classes may not be thus jeopardized, and the vaunted knowledge of the "ologies" in many a youth prove to be hollow and unreal.

Sir JAMES KAY SHUTTLEWORTH, Bart., examined.

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17,426. (*Lord Taunton.*) I believe you have for many years devoted your attention to the subject of education generally, including the education of the middle classes in this country, which more especially is the object of the consideration of this Commission?—Yes.

17,427. You were, I believe, for many years the secretary of the Committee of Council on Education?—I was for 10 years secretary of the Committee of Council on Education.

17,428. You are probably aware that this Commission has been directed specially to consider the question of grammar and endowed schools with reference to their present condition, and with the view of making any suggestions which might make them more extensively useful. Will you have the kindness to favour the Commission with any views which you have been led to entertain on that head?—Perhaps it may be useful that I should first relate to the Commission some of the results of the inquiries of the Committee of Council on Education as to the small endowments not connected with grammar schools, and some of which were not even connected with education, but the character of which rendered it, in the opinion of the members of the Committee of Council on Education, desirable that they should obtain from the legislature facilities for the application of those endowments to educational purposes. The endowments were of various classes. There were some which were applicable strictly to elementary schools, which, however, from their limited extent, or from some defects in the character of the governing body, or from adverse local circumstances, were not so applied, and to improve the administration of which would have involved an expense too burdensome for small endowments. In 1841, having special regard to those endowments, Sir George Grey and the Chancellor of the Exchequer for the time being introduced into Parliament a bill, the object of which is declared in the preamble as follows:—"And whereas many grants have been made of land, "houses, or tenements, and many gifts of money, for the purposes of "education, which purposes, either expressly declared by the donors "or settled by long usage, have become difficult of performance from "the insufficiency of the endowment, and as any application to the "Court of Chancery or Court of Session, or other court, in respect "thereof, would be attended with great expense, it is desirable to give "certain facilities for rendering the same more efficient: Be it there-"fore enacted, that where any lands, buildings, or tenements, or heri-"tages, or any money, stock in the public funds, or other securities, "not amounting in value to the annual sum of 30*l.*, shall have been "or shall be vested in any trustee or trustees for any purpose of "education, and the same shall be deemed to be inadequate for effecting "the purposes of the trust, it shall be lawful for the major part, being "not less than two-thirds, of the trustees, to lay before Her Majesty, "Her heirs and successors, in Council, subject to the provisions herein-"after enacted, a scheme to apply, for ever or for any limited time,

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"the whole income of such property in aid of some school in the same "or the next adjoining parish or parishes, whether such school be permanently endowed or be supported wholly or in part by voluntary subscriptions." But it is declared that this power shall not extend to grammar schools, only to elementary schools; and then that the power so conferred shall be perpetual until revised. Then in the second clause proposed, for the bill did not pass into an Act—"That the "major part of the trustees of any land or buildings held upon, or "applied to any such trust as last aforesaid, or where the actual "trustees cannot be ascertained, the major part of the persons who, "during the term of 10 years, shall have acted as the trustees thereof, "where the annual value of such land or building shall not exceed 100*l.*, "shall be empowered, with the consent of Her Majesty, Her heirs and "successors, in Council, to convert and apply the premises so held upon "or applied to such trust as aforesaid, or any part thereof, to purposes "of education other than, or in addition to, those expressed in the "instrument whereby the said trust shall be constituted, or which may "have been settled by long usage,"—"provided that they shall always "be applied in aid of the education of poor persons." That was intended to give the largest extension, with respect to endowments not exceeding 100*l.* of annual value, to the doctrine of *cy près* uses, upon the application of the majority of the reputed trustees or persons in actual possession of the trust, and with the consent of Her Majesty in Council.

17,429. Did that bill become law?—It did not. I must remind the Commission that at that time the whole question of education was the subject of vehement discussion. It was in the year 1841, the year prior to the introduction of Sir James Graham's education clauses in the Factory Acts, and at that time great apprehension was felt by the religious bodies as to the acts of the Committee of Council on Education. Both Houses of Parliament also looked upon the acts of the Committee of Council with jealousy. Consequently this bill was objected to *in limine*, and, I think, did not proceed beyond the House of Lords. In a subsequent year Lord Cottenham and Sir George Grey prepared and introduced a bill of a still more important character with reference to these small endowments. I cannot more briefly express its object than by reading the material part of the clauses: "That "in all cases in which any lands, tenements, hereditaments, stock "in the public funds, or other securities, sum or sums of money, "or other property whatsoever, the annual value or income of which "shall not exceed 200*l.*, shall be held upon any charitable trusts for "purposes of education, the particular object of which trusts cannot "be fully and effectually attained from there not being a sufficient "number of persons capable and desirous of partaking of the benefit "of such trusts, or from the inadequacy of such trust property, or "from any other cause, it shall be lawful for Her Majesty's Attorney "General, and any trustee of such property, or other person in the "possession or management thereof, or interested in the application "thereof, to lay before Her Majesty in Council a scheme for the better "administration and application of such trust property, whereby the "general purposes of education may be more effectually advanced, and "such scheme may be adopted, modified, or altered in such manner as "to Her Majesty in Council shall seem meet for the purposes aforesaid; "and any scheme which shall be so ultimately approved by Her Majesty "in Council may at any time afterwards, upon such application as afore-"said, be set aside or altered as to Her Majesty in Council shall seem "meet, with a view to the more effectual advancement of the purposes

"aforesaid." There is no limitation on the discretion of Her Majesty in Council in this matter if the application be made by Her Majesty's Attorney General and any trustee of such property. Then there is a third clause, as to the appointment of new trustees, which is as follows:—"And whereas there are many cases of charitable trusts for purposes "of education, in which no power has been provided or exists of ap- "pointing new trustees or of keeping up the succession of trustees of "the property comprised in such trust, and the necessary expense of "applying to the Court of Chancery for these purposes is greatly "injurious to and often destructive of the object of such charities: Be "it enacted, that in all cases of charitable trusts for purposes of "education, in which the annual value or income of the trust property "shall not exceed 200*l.*, and in which no power shall exist from the "original gift or foundation, or from any other instrument or authority, "of appointing new trustees or of keeping up the succession of "trustees of the property comprised in such trusts, or in which any "such power shall, from any cause, have become incapable of being "exercised, it shall be lawful for Her Majesty's Attorney General, "and any trustee of such trust property or other person in the posses- "sion or management thereof, or interested in the application thereof, "to lay a scheme before Her Majesty in Council for appointing new "trustees of such charity property, and for keeping up the succession "of such trustees, and such scheme may be adopted, modified, or "altered in such manner as to Her Majesty in Council shall seem meet; "and any scheme which shall be so ultimately approved by Her "Majesty in Council may at any time afterwards, upon such applica- "tion as aforesaid, be set aside or altered as to Her Majesty in Council "shall seem meet." The first clause related to the modification of the scheme of the school, the third to the appointment of a new body of governors.

17,430. What was the fate of that bill?—That bill was stopped in the House of Lords; but I may say that every word of that bill was drawn by Lord Cottenham in his own handwriting, and was approved by the Government for the time being.

17,431. Do you mean that it never reached the House of Commons?—It never reached the House of Commons.

17,432. Have there been any subsequent efforts to remedy by legis- the defects of the present system with regard to those small charities?—I am not aware of any. The efforts that were then made were very discouraging, and the attention of the Committee of Council on Education has been directed to other objects since that time. They have endeavoured to aid the elementary schools possessing small endowments—an object which they sought to facilitate by a clause, which I have not read, in the Bill of 1841.

17,433. (*Mr. Acland.*) Does the bill which you last referred to represent views which you think now desirable for recommending?—A certain part of the power proposed to be given by the second of the two bills for the renewal or modification of the governing bodies is now beneficially exercised by the Charity Commissioners concurrently with the trustees of schools or persons in possession of the endowments, subject, however, to appeal. As regards the other part, that which relates to the extension of the doctrine of *cy près* and the giving administrative and legal power to some body like the Charity Commission, with or without sanction of a higher authority, I can have no doubt that both for small and large endowments such a power should be exercised; and as to small endowments I should give only limited opportunity for [illegible]al, and none when the local trustees concurred.

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17,434. (*Lord Taunton.*) Perhaps you will have the kindness to state the outlines of the legislation which under existing circumstances you think would be desirable to make these endowments more useful than they now are. I mean both the large and the small ones, to work the whole thing together; what machinery you would provide and what legislation you would suggest?—With respect to the small endowments, in all cases in which the local trustees and inhabitants applied for an alteration of the scheme, and the Charity Commission approved, it would not appear to be necessary to have any other sanction than that of the Charity Commissioners; but with respect to the large endowments it might be desirable to have a higher court of review. I do not think it is expedient that every one of those cases in which entirely new schemes are devised, and there is even an extension of the doctrine of *cy pres*, should as now be presented to Parliament for its sanction. Where large endowments are affected by the decision of the Charity Commissioners the concurrence or review of the Privy Council, aided by the Lord Chancellor for the time being, would seem to me sufficient, except as respects the most important charities.

17,435. It has been suggested to us by a high authority that such a tribunal should be constituted out of the Privy Council; can you state to us any manner of constituting such a tribunal out of the Privy Council which you think would be desirable and would answer the purpose?—In 1852 I laid before Lord Russell a scheme for the administration of charities, and Lord Russell considered the details of a bill with Lord Cranworth, the Lord Chancellor for the time being. The general scheme of that bill is given in a chapter of a work on public education which I published at that time. The scope of it was, that there should be a department of the Privy Council for public charities, which should consist of two subordinate sections, the one administrative and the other legal; that the Lord Chancellor for the time being should *ex officio* be a member of the committee of the Privy Council for public charities; that as respects the legal power of the department, it should be widely extended beyond that now enjoyed by the Charity Commission; that the administration should extend to scholastic inspection and regulation. I proposed also a plan for the settlement of contentious cases apart from the Court of Chancery, by the appointment of judges in charities, who should sit in the place in which the cha[illegible] existed. Appeals were to be heard in a court of review, consisti[illegible] two judges associated, and in graver cases under the presidency of the Lord Chancellor. A part of the recommendations of that scheme were embodied in the Act of Parliament constituting the Charity Commission.

17,436. Do you consider the present system of the concurrent jurisdiction of the Courts of Chancery objectionable in these cases?—I think that it tends to complication and to some varieties of decision, especially on matters in which the precedents are not well determined. This leaves the administration of the charities defective, and leads to an increase of local contention. My impression was that it would be better to concentrate in one department both the administrative and the judicial power, and that for that purpose a couple of judges in charities ordinarily moving about to hear causes in the provinces locally, but with a power of review in a central court where the Lord Chancellor might sit with those judges, would be sufficient.

17,437. (*Lord Lyttelton.*) What were the cases you mentioned just now of great importance, which you think should still be left to the control of Parliament alone?—I fancy that when an endowment owing to the growth of the value of building land or of mines became very great, there might be an unwillingness on the part of the trustees

submit to the jurisdiction of a department such as I have described, without an appeal to Parliament, but it would only be in cases of objection that I should think such a control necessary. In the absence of objection, and with a willingness to submit to the jurisdiction of the department, I should not think it necessary.

17,438. Do you mean that such large cases might be specified by name in an Act of Parliament on the subject?—I think they might.

17,439. (*Dean of Chichester.*) Would you not prefer the Lords Justices to the Lord Chancellor to be the chief judge, as the Lord Chancellor changes so much; would you not prefer permanent judges?—The reason for placing the Lord Chancellor in that department of the Privy Council was that he is not only a member of the Privy Council, but likewise a member of the cabinet; that he has political as well as judicial functions; and that it is important to have the representative of such a body in the House of Lords.

17,440. The Lords Justices would be members of the Privy Council, and probably the advantage would be great in not having a judge who has a political bias?—On the contrary, as Parliament will always regard with vigilance the acts of such a department, it seems important both that it should be represented in the House of Lords, and that whoever has the controlling power judicially, should have a thorough knowledge of the political sentiments of the time.

17,441. (*Lord Lyttelton.*) What is the practical modification which you would give, as you have suggested, to the operation of the *cy pres* doctrine?—It might be desirable to define by statute the limits within which it should be extended. When, however, a charity has existed for a time similar to that for which real property can be bequeathed—for example, 60 years—there ought to be very little limit to the discretion of an administrative and judicial body consisting of high state functionaries and amenable to Parliament. The new application of the charity should be similar in nature to that which the donor intended. For example, charities intended for education should not be applied to the relief of indigence, or for purely sanitary purposes, or for purely ecclesiastical or religious purposes. Charities given in general terms to the poor should be applicable to elementary but not to middle-class education. These may serve as examples of the limitations which might be defined by statute.

17,442. It should still be applied, at least with some latitude, to the [illegible] to which it was originally devoted?—With some latitude, as long as there was not an insurmountable practical difficulty.

17,443. Does it occur to you, with the few limitations which you have now stated, that there need be no further restriction; that the endowment should be applied in the best way that could be devised for the benefit of its objects?—Probably, first, with the limitation that the charity should have endured 60 years, and then that the new application should be within certain general limits defined by statute.

17,444. (*Lord Taunton.*) I think you stated that you thought the powers and functions of the Charity Commission might with advantage be increased; will you have the kindness to tell us more particularly what you would suggest in that respect?—I conceive the powers of the Charity Commission to be of two kinds; first, their legal powers which, to a certain extent, partake likewise of what I should divide into the second class, namely, their administrative functions. Their legal powers at present include the transfer and the leasing of lands; the improvement of the schemes of schools, and of the character and the authority of the governing bodies; and the better application of [illegible]s of those charities to the objects for which they were intended.

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In all these cases they can act with the concurrence of the trustees of the schools, but these concurrent arrangements are liable to review upon appeal. They have also a second function, resembling that of the judges in chambers. They hear colloquially the representations of the members of charities, and receive from them written communications operating for the reconcilement of local disputes, and procure agreement in the adoption of improvements. In the exercise of these limited powers the Charity Commissioners have had considerable success. Then they have likewise a power of modifying the application of trust property with consent of trustees, but that power is limited by the precedents which govern decisions in the Court of Chancery, and is subject to appeal to that Court. Now I think that their powers in all these respects have been beneficially exercised and might be usefully extended. Then with respect to the administrative functions, they at present include chiefly the legal inquiries as to the administration of the trusts confided to the governing bodies, and the audit of their accounts. Scholastic inspection and advice hitherto have not been functions of the Charity Commissioners. They do not at present exercise any function like that of the Committee of Council on Education. They do not inspect or advise as to the construction of school buildings with a view to scholastic purposes, but only with a view to the proper legal application of the funds of the trust. They do not now advise as to the qualifications of masters, whereas many of the governing bodies when selecting masters would be glad to have the assistance of a skilled public body acting upon public principles, and in communication with the Universities. They do not at present advise as to schemes of study or as to the methods of instruction. In fact, in all those respects in which the Committee of Council have so much promoted the improvement of public education in elementary schools, I think it desirable that the Charity Commissioners should advise and aid the governing bodies. There are many matters in which the information obtained by one trust would be useful to another; questions as to the literary and pecuniary conditions of the admission of scholars; as to periodic examination and other modes of ascertaining the actual condition of the school, and in the revisal of schemes as to the powers to be confided respectively to the governors, the head and assistant masters; the establishment of scholarships and exhibitions; the nature of the discipline and domestic arrangements. In all these matters the administrative department of the Charity Commission should become the depositary of experience collected from the whole country, enabling it both to answer inquiries beneficially and also to originate improvements by suggestion.

17,445. Do you mean that the Charity Commission should have the power of obliging schools to adopt these improvements, such as a master whom they should recommend, such as a course of instruction which they might think the best, and so on, or would you merely give them the power of interfering by advice and assistance?—I would only give them the power of interfering by advice and assistance, but I confidently expect that such advice and assistance would be sought by trustees desirous of discharging their duties properly, and that the department so constituted would become the centre of information for all the grammar schools of England.

17,446. Do you think it would be desirable or acceptable to the public that a uniform course of instruction in all these grammar schools should be laid down by a central official body, and that a wide discretion should not be left to the master in these respects?—Undoubtedly, a very wide discretion should be allowed. The master

be grateful to such a department, inasmuch as the difficulties of the most learned and skilful masters often arise from the want of sufficient general knowledge among trustees. This disparity of knowledge and skill tends to raise the dangerous question, whether the master shall not have unlimited discretion on account of his superior scholarship and experience; such absence of control is obviously liable to abuse. But an able master would always, if discreet and well-intentioned, influence the trustees through the powers of a central public body, containing within its own department all the information which could be collected from every part of the country. I have, however, no intention that these powers should be exercised otherwise than with the consent of the local bodies, and by no means with the view to procure uniformity.

17,447. Do you think there would be any objection to giving so far a compulsory power to this official body as to enable them to enforce periodical examinations of these grammar schools, conducted by examiners whose independence would be secured by their being chosen, either directly or indirectly, through the medium of the official body?—I should make a marked distinction between the exercise of any authority over the acts of the governors, and such an examination, for I think a periodic examination of endowed schools by a public department indispensable.

17,448. (*Lord Lyttelton.*) With a view to what you have stated how would you propose to deal with the present composition of the Commission?—The present constitution of the Commission is almost purely legal. But men highly experienced and learned in the law are apt to regard their functions as limited by legal precedent, and to administer them with a scrupulous deference to such precedents. Now the administrative and scholastic department of the Commission ought rather to be guided by the experience constantly varying and accumulating in the Universities, and from the most successful public and private schools.

17,449. How far would you extend the numbers of the Commission?—There should be as it were two departments of the Commission, which should be associated as a board for general purposes, but which should ordinarily act separately, the one for scholastic and the other for legal purposes; they should both be controlled by a department of [illegible]rivy Council.

[illegible],450. What relation would you establish between the Charity [illegible]ommission and the Privy Council?—It should hold the same relation to the Committee of the Privy Council as the present education department.

17,451. Do you attach importance to the inspectors who act under the Charity Commissioners being highly competent for their work?—Their functions are extremely important, but the present inspectors have been selected for their legal qualifications, and not with a view to the discharge of functions in the scholastic department.

17,452. (*Mr. Acland.*) Do you think it important that they should be persons having experience of the best education in the country?—I would have two classes of inspectors, one selected on account of eminent scholastic qualifications, the other class on account of their legal knowledge and skill.

17,453. (*Lord Taunton.*) Referring only to the inspectors who act under the Charity Commission, and not to the inspectors who act under the Committee of Privy Council, do you think it would be useful that [illegible] should be appointed, not by any political officer, but by those who [illegible]e especially responsible for the proper performance of the

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duties of their office?—I cannot doubt that it would be better that they should be appointed by the executive department, under the direction of which they have to act, than that they should be subject to any political influence.

17,454. (*Lord Lyttelton.*) Do you wish additional inspectors to be appointed besides those who are now under the Charity Commission?—Yes; I should select men with high University distinctions, and having great zeal for the improvement of public education, and with as much experience in the methods, management, and discipline of public schools as I could find.

17,455. You would propose to add these subordinate officers on the same principle that you propose to add to the body of the Commission itself?—Yes.

17,456. (*Mr. Acland.*) Do I understand you to say that you think a man less qualified for an inspector because he is a lawyer, or do you think it narrows the selection?—I think it would be better to have men whose qualifications should be pre-eminently scholastic, though I should not make it an objection that they should have also legal qualifications.

17,457. (*Lord Lyttelton.*) Do you propose the body so framed to be a department of the Privy Council?—Practically a department of the Privy Council, for two reasons; I think the ministry for the time being would become more interested in its operations; that it would likewise be able to act more in harmony with the existing Education department. Thus a relation might be established between the elementary, the grammar schools, and the Universities. They might form a series of institutions, with means of transition from the lowest to the highest; thus establishing for the greatest capacities of all ranks an equality of privileges which, for political and social purposes, is of national importance.

17,458. As to these administrative powers which you propose to give to this department, how far would the Privy Council, as a superior body, have the power of controlling them; would any revisal of Government schemes or schemes of instruction or qualification of masters, which might be laid down by the Commissioners, have immediate effect, or would they be liable in every case to appeal and review by the Privy Council?—That would not be necessary; the functions which the Committee of Council on Education has practically come to discharge pretty well define the relations which a department of the Privy Council would have to a subordinate administrative department. The Committee of Council on Education seldom assemble except for the purpose of considering and determining some important general minute, which it may be necessary to lay before Parliament; or for deciding upon some important appointment like that of a secretary or principal examiner or inspector of training colleges. In the same way the Privy Council would hold similar semi-legislative functions in relation to a department of public charities. Both as respects its legal and its administrative and scholastic functions the Privy Council Committee would exercise a general but not a special control.

17,459. Do you mean that they would be debarred from exercising a special control?—By no means, the power of the Committee of Council at present is absolute over the department of Education, but it is practically not exercised upon details.

17,460. As to these schemes, whether in the Privy Council or in the subordinate department alone, how far would you allow them to be not controlled by appeal to any court of justice?—I pro[pose]

decide all contentions in matters relating to charities, either by the judges of charities sitting in the provinces and hearing all the parties on the spot, or on appeal from this local court by a court of review, sitting in London, and composed of the judges of charities, presided over by the Lord Chancellor. I do not know that it would be necessary to exempt any class of cases from this jurisdiction, unless it were matters relating to the religious trusts of schools, or to questions of property arising between a private individual and the school. Perhaps there are cases of this kind which, on the certificate of the Attorney-General, might be heard in the first instance in the Courts of Chancery with the usual powers of appeal. But I would as far as possible avoid the admission of such exceptions.

17,461. Such points as you have mentioned would be the subject of legal appeal, independent of the value of the endowment?—Independently of the value, no doubt.

17,462. (*Lord Taunton.*) Do I rightly understand you to propose that the Committee of the Privy Council that is to superintend the general management of these grammar schools is not to be the same as the Committee of the Privy Council that superintends the general management of the National Schools?—I propose that it should be a committee for public charities of every kind, as the Committee of Council on Education is the committee for the distribution of the public Education grant. These two committees might have the same members.

17,463. (*Mr. Acland.*) Do you contemplate separate vice-presidents; that there would be a vice-president acting under the general supervision of the President of the Council for that particular department?—I apprehend some such functionary would be necessary, but he might act for both departments.

17,464. (*Lord Lyttelton.*) Apart from such points which demand legal review, which you have spoken of, do you think that as to other contentious matters which might arise, the department might have the power of adjudication as it now has in similar cases of charities?—Undoubtedly.

17,465. But in every case that it should be liable to review?—Yes, liable to review in the Central Court of Charities.

17,466. (*Mr. Erle.*) You just now mentioned the advantage that would result from giving large legislative powers to deal with charities after a given number of years, for instance, 60 years from their foundation, do you not think that immediate legislation with reference to all educational charities would be useful?—Such a limitation of the power of bequest as that to which I have adverted is a great departure from existing usage, and I should apprehend that Parliament would have some difficulty in allowing any considerable interference with the uses for which any property might be bequeathed at an earlier period than 60 years from the death of the testator.

17,467. Do you think that charitable trusts recently created may be enlarged, preserving but also adding to the objects which the founder has expressed, as, for instance, in the case of grammar schools where the education would be confined to given objects, do you not think they might be expanded and made to comprise other useful subjects of instruction?—That involves the abstract idea of interference with the intentions of the donor before the lapse of 60 years. I do not think Parliament would give the power to interfere with the intentions of the donor, excepting upon the principles which I have previously mentioned, that a similar period should elapse to that which limits the [illegible]n of bequests of real property.

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17,468. You would apprehend that difficulty, though you did not set aside the design of the testator, but merely expanded it beneficially?—I should expect Parliament to feel that difficulty. The experience of the beneficial action of the department might hereafter induce Parliament to confide to it a power limited as you describe, but operative before the expiration of 60 years from the death of the testator.

17,469. (*Lord Lyttelton.*) With regard to the inspectors, do you think that inspectors now employed by the Privy Council could be also commissioned to examine the educational charities?—I do not think it would be in any degree desirable. The mixture of the two functions would, I fear, be injurious to elementary schools. On that account particularly it is to be deprecated.

17,470. Do you think then that there should be two sets of educational inspectors?—Undoubtedly.

17,471. With reference to the qualification of masters which you spoke of, you thought it very expedient that there should be some central depôt of information, if I may so express it, as to the qualifications of masters; do you think there should be a registration?—I had particular reference to this. Within my own experience the great defect which I have observed in masters, selected with the very highest scholastic qualifications from the Universities, is that they have little knowledge of methods of teaching. Often a man who is a very good scholar is a very bad teacher. Ordinarily, the masters whom I have seen, even in public schools, have but a limited knowledge of the method of communicating knowledge to others. Such a department as that which I have described would become aware of that exceeding disqualification of the majority of learned men for the function of teaching, and would take precautions against the schools being made the victims of that incapacity.

17,472. Where you find masters having the government of important schools who show that great inaptness for teaching, do you think they should be removable?—Undoubtedly. I am, generally speaking, exceedingly against the old notion that the master should have a freehold in his office. I believe that the experience of the Charity Commissioners has already shown them that this is one of the most injurious superstitions which affect the constitution of grammar schools. On the other hand, it is important that the masters should have such a tenure of office, and should be so protected by the Ch[illegible] Commission in the discharge of their duties when they are compet[illegible] and faithful, that a scholar and a gentleman should have no difficulty in taking such an appointment.

17,473. Would you establish this rule, that a master should be removable by the trustees only with the consent of some central office?—I would require that two-thirds of the trustees should concur in the removal of the master, and that this decision should not operate until confirmed by the Charity Commissioners; but I should not treat the question as a legal issue between the master and the governing body, but as one of administrative discretion.

17,474. You have spoken of improvements of the schools by the trustees with the assistance of the central board. Do you think that the concurrence of the trustees should always be necessary, or do you think that there should be a power in the central board of reforming a school, even against the opinion of all the trustees?—Perhaps the course of proceedure would be somewhat in the following order: The Charity Commissioners, on suspicion of abuse, neglect, or mismanagemen, would make inquiry. That inquiry might be an open inqui[illegible] in which all parties might be heard. The results of it should be

known to the trustees, who should have the opportunity of action afforded to them. If, after that, they neglected to take the initiative, the Charity Commissioners should propose to them certain plans of improvement. When such preliminary steps had been taken, if the Charity Commissioners were of opinion that some change was needed for the right administration of the school, I should not refuse to allow the Charity Commissioners, as the last resort, to exercise their control over the school.

17,475. You clearly would not confine the right of applying to the central board for the necessary inquiry and any consequent orders to be made; you would not confine that to the trustees?—I should be very adverse to the exercise by the Charity Commissioners of any arbitrary and abrupt interference, but I should wish them to exercise an authoritative control if it were administered in the way I have described.

17,476. Would you confine the right of setting the Charity Commissioners in motion to the trustees or managers of the charity?—By no means.

17,477. (*Mr. Acland.*) You would allow any parents, or persons showing reasonable interest in the school, to initiate proceedings?—Yes.

17,478. (*Dean of Chichester.*) Do you think endowments desirable?—Undoubtedly; and I am astonished to hear from able men such expressions as that endowments had better be thrown into the sea. I conceive that the endowments of this country for all purposes are of great importance to the growth of civilization in it. They have been one of the chief causes of any pre-eminence which it can claim over other nations.

17,479. At the same time you think that no man has a right to expect that he can control his property for above 60 years?—Certainly.

17,480. (*Mr. Acland.*) Do you think on the whole it is better that the superior, and what we may call the ultimate administrative body, should be connected with the responsible Government, or be made independent of it by having more of a judicial character?—I think the great use of its being connected with the Government is that the Government takes more interest in its administration; brings more [illegible]he power of the executive to its aid; and procures for it a larger [illegible]nt of Parliamentary authority. A commission, situated as the [illegible]ity Commission now is, encounters the danger of gradually falling [illegible]t of the mind of the Government, and so of not having a sufficient amount of its protection and assistance. Consequently, I should prefer that the department of Public Charities should be connected in the way I have described with the chief officers of state.

17,481. Do I understand you to prefer a second committee of Council having special duties connected with the charities and endowed schools to an expansion of the existing Committee of Council on Education?—I do not think it would be necessary to have a second committee of Council, and it would scarcely seem to be necessary to have another vice-president of the council to superintend that department which would have charge of public charities.

17,482. You rather look to a branch of the Executive Government, which would be, in fact, in some form or another, an expansion of the existing Committee of Council?—It would be, as far as respects the controlling power, an expansion of the existing Committee of Council on Education; one chief feature of which expansion would, according [illegible] view, be that the Lord Chancellor for the time being should [illegible]s be a responsible member of it, especially in relation to all legal

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functions exercised by the Committee of Public Charities. It may, however, be questionable whether its representation in the House of Commons should be separate from the representation of the present Educational department. I see no need of such separate representation; and if it were unnecessary, then one vice-president would preside over and represent both departments.

17,483. If I understand you rightly, the practical application of the whole scheme would be something of this kind, that persons locally interested in the prosperity of a school, whether trustees, or parents, or others having a public interest in the subject, would set the Charity Commission, as an independent body of the responsible Government, in motion first; and then that they would receive not only executive sanction from a branch of the responsible Government being, as you say, connected with the Privy Council, and also specially with the Lord Chancellor for the time being. On the whole, is that the plan which you would recommend?—Those are some of the more prominent features of the plan. But I should wish to remind the Commission that, in answer to a previous question, I described the functions of the Committee of Privy Council as of a general, and, as it were, semi-legislative character—those of the vice-president as executive and representative, and the Chancellor for the time being as presiding over a separate jurisdiction in charities, and as being chiefly responsible for a review of the legal procedure of judges in charities, holding local courts in the provinces, and assembling in a Court of Review.

17,484. (*Lord Taunton.*) Have you no apprehension that the duties of the Lord Chancellor are already so weighty and multifarious that he would be unable to devote much time to a committee of this kind?—I apprehend that his functions would not require much time. His functions would be simply giving his attention and sanction to general minutes and forms of procedure, and to presiding from time to time over occasional appeals in the Court of Review.

17,485. (*Dr. Storrar.*) Have you any thought of concentrating the administration of the educational system of the country under a Minister of Education?—I conceive that a Minister of Education already exists. He is not a member of the Cabinet necessarily, although he represents the department in the House of Commons. The question whether the Minister of Education should be a member of the Cabinet is simply a question of time, and of the growth of the department to higher functions in administration than those which it at present discharges.

17,486. Then you would be disposed to look upon the present office of vice-president as that of a Minister of Instruction under another name?—Undoubtedly.

17,487. And you would repose in him all the functions of a Minister of Instruction?—In him and in the President of the Council who represents the department in the House of Lords.

17,488. (*Mr. Acland.*) With reference to your answer to Dr. Storrar, you would limit the functions under present circumstances to schools. You would not extend it to the Universities?—I would certainly limit it to schools.

17,489. Do you think it important to keep the Universities in their present state of comparative independence?—I am not prepared to assent to any extension of the functions of the department of Education to the Universities.

17,490. (*Lord Taunton.*) I think you stated that you had been desirous to see some connexion between the elementary schools and the grammar schools established. Am I right in supposing that; and if so, will you have the kindness to indicate in what way

think that connexion could be established?—That which I adverted to arises out of the ancient usage and tradition of the existing grammar schools. A great number of them were free schools. Hence a very important question has become a matter of contention in the courts of law, and of frequent communication to the Charity Commission, viz., whether or not capitation fees can properly be charged in such free schools. I have regarded this as sometimes a question of expediency. But there is involved in it an important principle; the principle of equality of privileges in a republic of letters for all ranks of the people. Shall there be continued in the future, as has existed in the past, an opportunity for persons belonging to the humblest ranks of society to enter this republic of letters through the preparatory department of a grammar school, and of gaining by their assiduity and capacity, first a scholarship enabling them to take advantage of the whole course of instruction in the school, and afterwards an exhibition, providing for their maintenance at one of the Universities? We know that in times past, some of the highest functionaries of the church and of the state rose by such means from the humblest origin. They were enabled to attain their distinctions and their power by means of the education in these schools. Now what I adverted to had relation to that ancient usage, and tradition which I think nothing ought to interfere with. I think it is a part of the idea of liberty in this country, that the utmost facility should be given to the greatest capacities to rise from the humblest ranks to the highest, and that for that purpose there should be no insurmountable barrier between the elementary school, the grammar school, and the University. On that account I should be very jealous indeed of doing away with free education in any grammar school. If it were done away with for any local reason, I would afford compensatory facilities in the way of grammar school scholarships, to be obtained by competition among boys and youths belonging to the ranks below the middle classes, and of exhibitions likewise to Universities. It is by such a chain as that which I have attempted to describe that the most gifted, industrious, and successful boys in the elementary schools might, by winning scholarships, gain the great advantage of a course of grammar school education, and then if distinguished be supported in the University by the exhibition, and so might become available for social and [redacted] purposes.

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4491. Which of those two courses would you prefer, having free [redacted]ssions which boys from merit upon examination might obtain, or having certain funds supplied which would enable these boys to pay the ordinary capitation fees upon admission to these grammar schools?—I consider that the question of free admission to grammar schools is sometimes a matter of local expediency. Sometimes the inhabitants of the vicinity attach almost an undue value to those free admissions, and they conceive that any change in them whatsoever would be liable to end in the exclusion of the classes for which they were intended, or to their admission by qualifications from time to time raised, so as practically to amount to an exclusion; and on that account, when there is a strong desire locally to retain the free admission I think it would be wise, in order to conciliate the co-operation of all parties, not to disturb it so as to create opposition. And the difficulties which the free admission ordinarily causes to the managing body of a grammar school may be very much reduced by establishing a preparatory department in which the sons of small farmers, shop-keepers, and the humbler classes of society may have first a thoroughly sound English

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education, and may, if they desire it, obtain a knowledge of the accidence of Latin, and from which they may be admitted into the other forms of the grammar school. The intention of such a preparatory department obviously is to prevent the injurious interference of illiterate boys with the boys who are going through a classical training, and at the same time to afford to all the humbler classes of society an opportunity of rising if they can, by assiduity and capacity, in the several forms of the grammar school. I should in the preparatory course be disposed to afford an opportunity for competition for scholarships.

17,492. (*Mr. Acland.*) Do I understand that that scholarship would be something over and above the cost of his education? What would he do with the money so raised as a scholarship? Do you mean to apply it to his maintenance?—I would give him enough to provide for his clothing and partially for his maintenance.

17,493. It would be in fact a set-off against the value of his labour?—It would.

17,494. Could you say at all in an ordinary country town about what amount that will be?—I do not think on an average more than 15*l.* a year would be necessary, which is the average payment for pupil-teachers.

17,495. At what would you put the value of his education? About 10*l.*?—From 10*l.* to 15*l.*

17,496. So that in fact it would be a bursary of 25*l.*; it would be a free admission *plus* something for his maintenance?—Yes, of 25*l.* to 30*l.* He would then be enabled, if his parents desired it, to pr[illegible] with his education until the time when he might have an opport[illegible] of competing for an exhibition.

17,497. From your knowledge of the habits of the rising and humble classes you think a good liberal education freely given *plus* 15*l.* a year would secure a very large number of boys above the age of 14 or 15 for a sufficient time to enable them to go to the Universities or to obtain a liberal education?—I should rather put it in this way: that the difficulties which parents have in choosing anything like a literary career for their children would be almost removed if they were relieved from a considerable portion of the cost of their maintenance, and perceived that there was good prospect of their attaining the means of education in the University.

17,498. (*Lord Taunton.*) In the case of a grammar school estab[illegible] in a town, do you believe that that school could be most usefully [illegible]ployed in teaching boarders or day scholars, or in combining both?—There are two classes of schools which, in answer to the question, I should like to distinguish. In the first place there are schools with not more and very often less than an endowment of 200*l.* a year. When an endowment of that kind exists in a populous district I conceive it is scarcely applicable to any other purpose than a day school, and such a school would not have an efficient staff of masters unless a considerable portion of the scholars pay a capitation fee. To establish a very good day school with so limited an endowment a capitation fee for a large portion of the scholars seems to be indispensable. It would generally also be necessary to procure by public subscription or by grant from the town council of any municipal corporation with which the school might be connected, funds for the restoration and enlargement of the school buildings. In such cases as these it seems to be impossible to provide for boarders out of the funds of the charity, and if boarders were admitted at all they would probably be admitted only to a limited extent,

and they would generally live in the house with the master. With respect to schools having much larger endowments, and connected likewise with populous places, I conceive that in the establishment of boarding houses some important questions are involved. I have always felt a very great objection to make the maintenance of the boarders a direct source of profit to the master. It seems preferable that the buildings for boarding houses should be planned under the sanction of the Charity Commissioners with a view both to sanitary purposes and to moral and educational results, and that they should be conducted upon the hostel system. The master would on this system have a direct control, not merely over the moral discipline of the establishment, but likewise over the steward and all the domestic arrangements. But he would have no profit arising directly out of the board and lodging of pupils in the hostel. He would be paid by a capitation fee upon each boarder and not out of the profits. Where the funds of the endowment are sufficient to enable the trustees to build such a boarding house with a view both to proper moral and sanitary results, I cannot but conceive that the hostel system would be the source of very great advantage. I did not adopt this conclusion without having visited many of the private tutors' houses at great public schools. The arrangements in those private tutors' houses are not unfrequently open to criticism in a sanitary respect. They are liable also to grave objections in a moral point of view, and as respects the habits of the superior portions of the middle class, they provide a degree of personal comfort quite below that which society now requires.

17,499. (*Lord Lyttelton.*) Will you define what you mean by the hostel system?—By the hostel system, I mean a boarding house, the buildings of which should be constructed with a view to the best sanitary and moral results, being so contrived as to be under the immediate inspection of the head master and of some of his assistants, and in which the domestic arrangements should be under a steward subordinate to the head master, and reporting through him to a committee of the governors. But the food and lodging should not be a direct source of profit to the master.

17,500. (*Mr. Acland.*) Do you know of any institution in which that system is adopted?—I am aware of the details of institutions in which that has been successfully conducted.

17,501. (*Lord Taunton.*) Do you think it is objectionable in particular cases to blend the proprietary principle with the principle of an endowed school in order to give increased utility to such a school, especially in a town?—I think that might very often be very well done. Of course the relations of the proprietary to the governing body would have to be so defined that the proprietary could not injuriously interfere with the functions of the governing body.

17,502. (*Lord Lyttelton.*) With regard to boarders, in the case of schools endowed for the benefit of certain places, do you attach any weight to the objection that the free admission of boarders from all parts of the country is apt to interfere with the local advantages of the school in respect of day scholars: as to the greater attention which the master is supposed to give to the boarders?—I think that may be obviated where the endowment is sufficient by giving to the master a capitation fee on the day scholars, quite equivalent to any advantage he may receive from the boarders, and especially upon the hostel system is that equality of benefit from the day scholars and boarders possible. The disadvantage to which this question alludes would rather arise out of the system of private boarding houses than out of the hostel system.

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17,503. You say, "where the endowment was sufficient"?—Where the endowment is insufficient it would be scarcely possible to build boarding houses.

17,504. (*Mr. Acland.*) Do you not think that with the increased interest which the middle classes are now taking in education, they might reasonably be expected to raise by contribution all that is necessary for the domestic comfort of their pupils, leaving the endowments to be set free for purely educational purposes?—I believe that where a school has by wise and efficient management acquired the confidence of a district as populous, for example, as that of the West Riding of Yorkshire, it would be very easy indeed to raise funds for almost any extension of the buildings on the proprietary system.

17,505. I meant, with special reference to your suggestion of the hostel system, which I gather from a former answer is not yet very extensively adopted. Do you think we might look forward, if that system were recognized as the best, to a considerable number of hostels being founded in connexion with grammar schools?—I intended to convey that by my reply.

17,506. You are, of course, aware that as matters now stand, not only in some cases does the head master derive profit from boarders, but in the case of some of our largest public schools the income of the under masters is mainly derived from the indirect advantage of keeping a boarding house. How do you propose to get over that difficulty and to offer sufficient inducement to men of the highest abilities to take situations in which they have been in the habit of earning over 1,000*l.* a year?—I have procured the statistics of certain of the present public schools, under all the heads of expenditure making up the cost of maintenance, house management, and tuition. I have procured similar statistics from the training colleges. I find that with respect to the training colleges, the whole cost, including salaries, does not exceed 50*l.* a year. With respect to the other schools, it varies from 50*l.* to 70*l.* per head. In one or two there are extraordinary sources of expenditure, which raise it up to 75*l.* per head. A large proportion of the middle classes would have no difficulty in paying 100*l.* per year for the education of their children, and in proportion as the expense might be limited to 50*l.*, 60*l.*, or 70*l.*, the rest of the payment would be profit. Out of that profit I would pay graduated capitation fees to each master. It would be quite possible likewise in boarding houses to have three classes of scholars, as is the case at Marlborough. Clergy might pay upon one scale, professional men upon another, and the more wealthy portion of the middle classes upon the highest scale; so that there would remain a certain average amount of profit. Out of that average amount of profit I should propose in like manner to pay graduated capitation fees to the masters. The head master at the highest point in the scale, and each successive master a fee for each scholar proportionate to that master's claim on the school for emoluments graduated according to learning, experience, and skill.

17,507. Do you think it very important, in reference to the most beneficial public use of our endowments, that we should endeavour to preserve so far as it exists, and to expand where it does not exist, the means of giving assistance to the poorer members of the professions, especially perhaps, the medical profession, of which the returns in the country districts are so very low, with respect to their income?—Undoubtedly. In the schools in which the sons of the clergy and the sons of professional gentlemen have been admitted at lower rates of payment, I am glad to say, after inquiry, that I am not aware of any jealousy existing among the boys with reference to them or any unfair

treatment, and that a distinction of ranks is scarcely acknowledged to exist in those establishments.

17,508. Do you think that, without incurring the censure of political economists or of reasonable public opinion, we might endeavour, in the recommendations of this Commission, to preserve to the humble members of the learned professions the means of bringing up their families in the same habits and with the same liberal education as they themselves received?—I think they would, to the sons of those portions of the middle classes who have recently acquired wealth, repay by the influence of their manners and by their habits of thought, more than the difference of the pecuniary charges in the establishment.

17,509. You think they would also by their liberal education confer a great benefit on the whole nation, in the way of benefiting the poorer classes?—I think it is exceedingly important that the sons of members of those classes should maintain the tradition of education in their families.

17,510. Speaking generally as to the use of endowments, do you think it better that endowments, as a general rule, should be used to cheapen education to the majority or to give a stimulus and encouragement to a certain number, charging, as a general rule, the fair cost of the education to those who may be presumed generally to be able to pay it?—I regard endowments first in their ancient traditional use as affording the means to the humblest classes to rise in the republic of letters; and secondly, as enabling and inducing the apathetic classes to avail themselves of the advantages of education; those I think to be two of the main objects of educational endowments. Then with respect to the other classes, I conceive that such payments ought to be required from the wealthy as would enable the governors to reduce the cost of education to the professional classes who have smaller incomes. But I desire to repeat that the utmost jealousy ought to be exercised that the benefits of endowments should not be withdrawn from the poor and the apathetic.

17,511. Supposing the case of an endowment of 400*l.* or 500*l.* a year, is it better to reduce the school fees of a classical education from its cost in a country town of 10*l.* or 12*l.* down to 4*l.*, or 6*l.*, for the whole of the persons living within reach of that as a day school, or to charge the 12*l.* as a general rule, and to give a certain number of free admissions?—I do not think there is any general rule. My impression is sometimes it would be better to give a certain number of free admissions, and then to use the endowment as I have described in my former answers, and that in other cases the free admissions may not be necessary or even expedient, but I would never break down the ladder to literary eminence by which the humblest might climb.

17,512. There is one other subject which you just now mentioned, namely, grants from town councils. Do you think it desirable that we should not confine ourselves in this Commission to the simple question of how to utilize a certain number of existing endowments which are scattered about the country, abounding in some places and deficient in others, or that we should confine this question to how to provide in every market town in England the means of giving a good day-school education for those who live there; and should you think it desirable that we should recommend increased powers to municipal bodies to aid in the establishment of such schools where the endowments are insufficient?—Supposing that such a department of the Privy Council for public charities, as I have described, were appointed, and that the means of reference to and guidance from such a department existed,

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I should consider it exceedingly important that town councils should have the power to found and endow middle-class schools.

17,513. You probably have considered that question. Would you like to give any further suggestion on the subject? Do you think it desirable that their powers should be limited to buildings, or would you extend them to the provision of annual salaries?—I should not confine their powers to the erection of buildings. I would extend them to the provision of annual salaries, but I do not think the actual government of the school would be properly placed in the town council. I think it would probably be necessary to appoint a more permanent governing body outside the council, and that the selection of the trustees by town councils should be subject to the approval of the department of public charities.

17,514. Then the municipal bodies in that case would have a power only of being contributors out of rates levied by general assessment?—They would certainly primarily assess on the town contributions for the building of a school, and for the provision of annual endowments, from which their own children and their fellow-townsmen's would derive the greatest benefit, but they would also have power to appoint the governing body, and to fill up vacancies in it, subject to certain conditions as to the qualifications of trustees, to be approved by the department of State.

17,515. Do I understand you to go so far as to vest in any municipal body the power of appointing the whole or only a portion of the governing body?—Supposing that they provided the whole of the endowment, I do not see any reason why they should not have the power of appointing all the governing body with specified qualifications approved by the department of State. If they provided two-thirds or one-half of the endowment and annual income I would give them a proportionate power of appointing a certain number of the governors or trustees.

17,516. You would attach considerable importance to specified qualifications, and would require them to be such as should give a pledge for the educational qualification of the trustees?—I should consider that indispensable.

17,517. Would you suggest any educational or other test which you think practicable?—Of course a portion of such body should have literary qualifications—university education whenever that was practicable; and others might have qualifications from position in society as the possessors of property, and some might have qualifications from having served the highest municipal offices. I am not prepared to go further than such a general outline; but the principle involved is the selection of trustees having the qualifications of learning, intelligence, and social influence, and, as far as possible, a scholastic experience.

17,518. (*Lord Taunton.*) Do you think those schools, when once established, might be made altogether or very nearly self-supporting?—As respects the education of the middle classes, I should think almost entirely self-supporting. I will not confidently say that the preparatory department, scholarships, and exhibitions might not need some annual aid in certain towns.

17,519. Do you think there would be any objection to the establishment of these schools by municipal councils unless they were absolutely and freely thrown open to all classes of the community in the town?—I conceive that by the same means as those which I suggested in relation to the traditional usage of free admission into grammar schools, it would be possible to satisfy the just expectations of the working classes as to advantages to be derived from these schools, that is, by their

admission into a preparatory department which should provide a sound English education up to a specified age, such as 12 or 14, and which should also offer, by means of scholarships open to competition, the means of continuing the education gained in the preparatory school through the whole course of the grammar school. Such advantages would be embraced by many parents for their children.

17,520. (*Lord Lyttelton.*) Would they be free or by payment?—I do not see any necessity for having more than double the charge of an ordinary elementary school in the preparatory department.

17,521. (*Lord Taunton.*) Do you think it might be possible to devise a way in which these buildings might be provided by an advance of money, which should be gradually repaid, so as in reality not to throw any permanent burden on the community?—That would greatly facilitate the action of town councils, and induce them at an early period generally to found such schools.

17,522. (*Lord Lyttelton.*) Do you conceive that the general admission of the children of the lower classes in such a town free of payment would have a questionable operation?—When I said free of payment, I meant rather without the capitation fee ordinarily required for admission into grammar schools. I think it would be proper to require in schools founded by town councils a higher payment in the preparatory department than that ordinarily paid in the elementary day schools, perhaps double that payment. But I would permit the boys educated in elementary schools also to compete with the pupils of the preparatory department in such towns for scholarships in the grammar school.

17,523. What would be the benefit to the working classes from the existence of this endowment?—The direct benefit would be that, if any of their children showed a superior capacity, they would have the opportunity of instruction in Latin in the preparatory department, of rising out of it by a scholarship into the grammar school, and of competing there for an exhibition to the university.

17,524. But with regard to the great mass of the working class, that would hardly have any perceptible effect?—It would have the effect of an incentive to intellectual improvement on the great mass, inasmuch as it would render a literary career possible to all children of superior capacity.

17,525. (*Lord Taunton.*) As I understand, you do not propose to substitute these new endowed schools for the elementary schools. You mean them to be the places of education for the middle classes, taking that word in the widest sense, who inhabit the town?—It was with that view that I made the distinction. Their advantages would reach only to that portion of the working class which had the desire to procure for children of superior capacity a literary career. The proofs of this capacity might be given either in the elementary or the preparatory school.

17,526. (*Mr. Acland.*) A definite case has been brought before us of a town in which, by a lapse from the Crown of a grant of 1,500*l.*, very good buildings have been put up, and, with an endowment of 300*l.* a year, an education is given to nearly the whole of the lower middle class at the rate of one guinea a year below a certain age, and two guineas a year above that age. Is that the kind of school which you would like to see established in every town? Does that at all meet your view?—That is somewhat of the character of the school. But I think the rates of payment would vary in different towns. In some the annual payment for day-school education might be at least double what you describe. Without limiting my view to those payments, I have endeavoured, in the answers which I have given to the questions, to

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describe that, besides the provision for the middle class, it would be desirable to have a preparatory department in which payments not more than double those of the elementary schools should be required, and in which school boys might compete for scholarships to the grammar school.

17,527. If I understand you rightly, you think that that rate of payment is still too high for the preparatory schools?—One guinea per annum is somewhat more than twice as much as is ordinarily paid in an elementary school.

17,528. Do I understand that you think the preparatory school should not be much above 2*d.* or 3*d.* a week?—About 4*d.* or 5*d.* per week.

17,529. (*Lord Taunton.*) Why should not you take the existing National school as your preparatory school? What would be the necessity of adding a preparatory school to your scheme?—The intention of my suggestion is to maintain in the future, as in the past, an open door through which children of parents supported by manual labour, if gifted with the requisite intellectual and moral qualifications, might enter and rise in a purely literary or scientific career; that opportunity for the greatest capacities is of national importance. I do not object to the competition for scholarships of boys trained in the elementary schools, but by establishing a preparatory department in the grammar school, I would make it clear to all that the recognized road to literary or scientific eminence was open to all.

17,530. In your opinion what would be the best way of appointing trustees?—The mode of appointment must vary very greatly in rural and in town districts. In rural districts it is desirable that certain of them should be chosen from gentlemen having university education residing at a little distance from the school, so that they shall be guided rather by general public principles than by the feelings which frequently influence people in the immediate vicinity. As respects the schools which are connected with towns, I think it important that the principle of selecting certain trustees from some of the more prominent gentlemen educated at the universities should be combined with the representation in the trust of the municipal body, or if there be no municipal body, of the townspeople. The feelings of the latter in relation especially to a day school deriving its scholars from the immediate neighbourhood being exceedingly important and deserving of representation in the governing body; but in the case in which there a corporation I cannot but think that a certain portion of the trust should be elected with proper qualifications by the municipal body. Those who do not belong to the corporation, but belong to the landed proprietary of the neighbouring county, might sometimes be properly self-elected. The general object to be kept in view is that the governing body should possess sufficient literary and scientific knowledge, scholastic experience, and social influence.

17,531. (*Mr. Acland.*) It has been suggested, to obviate that objection which is supposed to prevail against transferring all the management of institutions of this kind to London, that there should be certain divisions of the country cut out, such as counties or somewhat larger or smaller divisions, with central boards of some kind or other that should have a general control over the endowed schools within their limits. Do you believe that any plan of that kind could be adopted which would facilitate the proper management of these schools, and bring local interest and local supervision to bear advantageously upon them?—I have never seen my way to any practicable scheme for giving authoritative control to any county board, although

I have reflected a good deal upon it. I do not see my way to the mode of electing such a board, nor, in the absence of any power of rating, do I see its necessity. On the contrary, as the functions of the Charity Commissioners have hitherto been exercised they have excited no jealousy, but simply gratitude. They have been administered with caution and liberality, and I believe that the tendency of late throughout England has been rather to prefer boards operating from London than boards locally constituted for any authoritative control.

17,532. (*Lord Lyttelton.*) In what way would you propose that the trustees should be appointed? Are you satisfied with the present system, which is generally that of self-election, or in what other way do you think they might best be appointed?—As respects the appointment of trustees for charities, I conceive that a local board, if properly constituted, would afford a better means of nominating trustees for the approval of the central board, or under regulations approved by it, than the method of self-election; but, on the other hand, I am of opinion that, as respects all the other functions of control and of administration and of legal reference, to which the preceding questions of the Commission have adverted, that a local board could not usefully interfere between the central board in London and the trustees of the schools.

17,533. (*Mr. Acland.*) Should you expand that last remark to the question of redistributing the endowments of a country, supposing that it should appear to the most intelligent persons in the district that one or two or three grammar schools were really all that were wanted, and that a good set of secondary schools, between the grammar school and the primary school, was much wanted in the majority of towns, a due relation of subordination and rising from one to the other being established in these different schools?—I can also conceive that a county board as a board of reference and of suggestion, but not of authority, might either originate proposals to the Charity Commission in London as to the grouping of local endowments, or might receive references from the Charity Commission in London for their opinion as to the propriety of proposals made to them.

17,534. (*Lord Lyttelton.*) Do you conceive that the general principle of such grouping would be that where the educational endowments are too small to answer any good as separate schools, they might be brought into operation at larger central schools?—By some such plan I can conceive that the locality to which such endowment was attached would have a sense of complete justice in the application of funds which could not be usefully employed locally, but which, by such application to a central school, might become the source of substantial advantage to the locality.

17,535. (*Mr. Aglund.*) Does it come within your knowledge, as you have had more acquaintance with the whole of England in an educational point of view, that there are many small endowments which are virtually private establishments aided by endowments, and which really confer no benefit on the general education of the middle classes?—I am aware of cases in which small plots of land, small tenements, and other real or personal property exist which it would be desirable to have converted into money and applied to the endowment of some efficient grammar school, the locality not losing its interest in the endowment, but preserving in some new form advantages for the inhabitants of the district.

17,536. You have, I think, already suggested or rather expressed your qualified approval of the conversion of insufficient endowments

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into exhibitions. Have you ever considered the question of capitalizing small endowments with a view to placing good buildings in suitable localities, throwing the expense of the education then on the parents? It has been suggested by many witnesses that, given a good school and a sensible body of trustees, and a good master, that the parents can do all the rest, but that a good set of buildings is a case of very great importance?—I consider that a good set of buildings is one indispensable form of endowment, and one of the most useful, and that in many cases such a result as that which you have described would be attained.

17,537. (*Lord Lyttelton.*) What independent power do you conceive the head master should have over his assistants?—I should endeavour to establish the following form of relations between the head master and the governing body: that he should have the power of appointing all the subordinate masters subject to general regulations of the school, defined by the governing body; and likewise that the master subject to those regulations should have the power of dismissing any or all of the assistant masters, and likewise any scholar; but I think it is important that in all these cases of the exercise of authority, he should place himself in communication with the chairman of the governing body, and that there should be a complete understanding of the grounds of action on the part of the chairman by personal or written communication with the head master.

17,538. Do you mean he should report the grounds of what he does?—He should report fully the grounds of what he does to the chairman, so that the chairman might or might not, according to his discretion, make the body of the governors aware of the reasons of the procedure of the head master, and of the grounds of any act of dismissal of masters or of scholars. I would require this for the purpose of securing, in the main, a thorough co-operation in principle and feeling between the head master and the governing body. Under certain conditions also, I would reserve to the governing body power to dismiss any assistant master or scholar.

17,539. The powers should be absolute in the master?—The powers should be absolute in the master, and the governing body should have an independent power to be separately exercised in the last resort.

17,540. The governing body should be cognizant of all he does?—That the chairman should be fully cognizant, with power, if he thought fit, to make the governing body fully cognizant.

17,541. In order that the governing body may be able to judge the manner in which the head master is discharging those functions?—Yes.

17,542. As to the general regulations of the school as distinguished from the byelaws, the general principles on which the instruction and discipline is carried on, how would you apportion the powers of the head master and the governing body?—I should, in conference with the head master, frame a general minute of studies and discipline for his guidance, but I should leave the execution of that minute with the least amount of control to him.

17,543. (*Mr. Acland.*) Would you give unchecked control over the studies to local boards, or would you give any protecting power to an intelligent head master from a central body in London?—When I spoke of the scholastic functions of the Department of Public Charities, I intended to convey that I thought the head master would receive great protection from the communications of the inspectors of the Commission with the governing bodies of the schools, and that, probably, all the local scholastic and disciplinary regulations would come

to be adopted in concurrence with the central body, and the consequent administration would be a subject of communication between them and the inspectors of the central body.

17,544. You would hardly think it safe to leave the regulation of the studies entirely to the local authorities?—I think it would be desirable that it should be done in harmonious co-operation with the central body.

17,545. (*Lord Lyttelton.*) As between the governing body and the schoolmaster, you would not in theory limit the powers of the governing body in any respect, but practically they should leave the largest discretion to the head master?—Practically they should leave a large amount of discretion in the execution of their minutes to the head master.

17,546. Their own power being absolute?—Their own power being in reserve for final decision, but exercised in concurrence with the central administration in London.

17,547. (*Mr. Acland.*) As you have paid so much attention to the course of education, would you kindly say whether you think the following rates of payment substantially represent the cost of the three principal divisions of middle-class education? About 20*l.* for such an education as is given at University College and King's College schools; about 10*l.*, or 12*l.* for the ordinary cost of a good grammar school education in our country towns; and then some very low rate, perhaps not exceeding 4*l.*, for the smaller tradesmen; does that accord with your view of the cost of education in England?—I should think that as the lowest rates such payments might suffice where board is not to be provided.

17,548. (*Lord Lyttelton.*) Do you conceive, with regard to the education of the middle class, understanding by that those young men who leave at about the age of 16 or 17 to go into professions or business, that in that course of education what is known as the bifurcation system might have a place, and if so, in what manner?—I think it exceedingly worthy of trial; but there are most obvious difficulties in the scholastic discipline of a school in any such trial. Those difficulties may be overcome wherever the funds of the school can afford a sufficient number of masters. The success of the trial depends on the sufficiency of the staff both in capacity and number. Wherever there is a sufficient staff, the bifurcation system may certainly be made successful. If the staff be insufficient, it must necessarily fail. To work it one master is required for every 15, or in a small school, for every 10 boys.

17,549. In the upper classes of society, wherever the bifurcation principle has been applied, it begins about the age of 16 or 17; the general education is conducted up to that point, and from that point, if necessary, more special studies begin in the case of such and such boys; therefore if the age of 16, which is the age at which the middle-class education very often ceases, is in the case of the upper class that at which the bifurcation system begins, how would you modify it in its application to the middle-class boys; at what age would you begin it?—I would begin the bifurcation system when a boy had made a certain moderate advance in Latin.

17,550. On an average at what age; 14?—At 14; when he could read such a book as Cornelius Nepos tolerably well, and when he had acquired one or two books of Euclid. After that time he might make Latin the centre of his literary studies, applying himself mainly to mathematics, pure and applied, and to the modern languages, in addition to Latin.

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17,551. Dropping some of his Latin?—Giving fewer hours to Latin, but making Latin still the centre of his literary education.

17,552. Having made the utmost use of Latin as the foundation of linguistic training, you would at a certain time somewhat drop the use of Latin, and add to it the studies which have a more specific bearing on his future life?—Yes, and exclude Greek.

17,553. Would you include Greek at any time of his education?—I would not.

17,554. (*Mr. Acland.*) Do you go so far as to say that, with regard to the great majority of the middle class, you would cut them off from the power of acquiring Greek with a view to going to the university?—I would not make any rule, but I would leave the parents and their advisers to choose whether or not they would adopt such an education as would fit their boys to enter one of the existing universities, or whether they would take the course better fitted to prepare them for examination for the Civil Service, or for entrance into Sandhurst or Woolwich or for the Indian Civil Service, or for commercial life; and according as they decided in favour of one or the other course, I would leave it to their option either to go on with the classical department of the school, or to enter into that which might be called the mathematical or modern portion of the school at 14.

17,555. Those who go to the universities, generally speaking, are somewhat above what is commonly understood by the middle class. Allowing for exceptional cases of particular ability, do you conceive that Greek is a subject which cannot very well enter into the general education of the middle classes?—I should not like to say more than that I would leave it in every individual case to the option of the person guiding the education of the boy whether he adopted one line or the other.

17,556. In any school of a considerable size, of a sufficient size to pay for the boy's scholarship, you would provide for the teaching of Greek if it was desired?—I would provide in all grammar schools for the teaching of Greek as well as of Latin, and, if the endowments enabled the governors to procure a master of sufficient qualifications, to prepare any scholar for the university.

17,557. Do I understand you to say that you would make Latin almost a *sine quâ non* in the case of all the middle-class education, or, taking into account the opinion of some persons who think that Latin cannot be thoroughly taught in such a way as to be really useful except over the course of a considerable number of years, have you considered the question of substituting French for it in the case of those especially who close their school career before 15?—As respects the examinations for Sandhurst, Woolwich, and the Indian Civil Service, Latin would certainly be useful to a boy in those examinations. As respects a purely commercial career, I should be reluctant, unless it were proved to be a necessity to give up the instruction in Latin; I mean that I should be sorry to say or do anything which should induce parents in commercial life not to give their children a good literary education. The popular notion that no youth makes a man of business in commerce who remains at school after 15 is an injurious fallacy, and the limitation of the course of school education in time is the chief hindrance to a sufficient instruction in Latin to enable a boy to master Horace and Cicero, and make them the familiar companions of his leisure through life.

17,558. (*Lord Lyttelton.*) Do not you make a distinction between Latin and Greek in that respect?—I should make an absolute distinction between Latin and Greek, because I conceive that the time a boy has at school would not enable him to attain proficiency in both Latin

and Greek, and also in modern languages, which are now almost indispensable in commerce.

17,559. (*Mr. Acland.*) Will you give your own opinion, irrespective of that qualifying sentence, which made your answer depend on the existing regulations of certain public departments, which may possibly not always be the best judges?—I do not see the necessity, speaking abstractedly, for the maintenance of Latin as a part of purely commercial education. At the same time I must say that I consider where a boy has capacity, it will be a very great disadvantage that he should not have this accomplishment; and I wish to combat the popular prejudice as to the incompatibility of literary tastes and accomplishments, with submission to the drudgery of a training in a commercial career; and as to the repulsion which is supposed to exist between commercial pursuits and the refinement of taste and habit arising out of a complete literary and scientific education.

17,560. (*Lord Taunton.*) Do you think well of those steps which have been taken in some parts of the country to engraft an education for the middle classes on the National schools with a higher rate of payment?—I think that the examples which have occurred of indubitable success in the connexion between a superior elementary school adapted to the wants of the lower portion of the middle class and an elementary school have depended mainly on the character and exertion of individual gentlemen. I do not think that those arrangements do assimilate themselves to the instincts and habits of English society, but their tendency is rather to a marked distinction between the elementary and the superior elementary schools.

17,561. (*Mr. Acland.*) Can you, in connexion with this subject, give us any suggestion as to the elementary education of farmers' sons before their parents make up their minds to the expense of sending them away to a boarding school?—Provided a rural elementary school has a first-class certificated teacher, a large staff of pupil-teachers, and an assistant teacher, such a school might be made the means of giving a thoroughly sound English rudimentary training to the sons of farmers as well as those of labourers.

17,562. Do you think that the present prejudice which exists in the minds of the class to which I have referred against sending their sons to a village or National school is likely to be removed when their own education becomes better, and they are more likely to appreciate the advantages of education and to sink their dignity a little?—In Scotland, I need not remind you, that prejudice does not exist. The son of the laird or of the nobleman sits on the same bench with the son of the hind, and is educated up to a certain period with him. In the north of England it scarcely exists. It is chiefly in the purely rural counties where there has been so very marked a distinction between the labourer, who was recently only a pauper, and the tenant farmer, that such a prejudice does exist, and I should expect that with the growth of the efficiency of the rural schools, if the staff be maintained as I have described, together with the consequent improvement in the manners and intelligence of the farm labourers' children, that the common sense of the small tenant farmer would lead him to send his son to the elementary school.

17,563. Do you think if we are successful in the mode of the education of the humbler race of farmers, that this prejudice against sending their sons to elementary schools will in time disappear?—I think so certainly.

17,564. You have just now pointed out that the question of bifurcation resolved itself very much into the power of increasing the staff. A very considerable number of the endowed schools of England are

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situated in small towns or large villages, where it is impossible to congregate anything like 100 day boys, probably a very much smaller number, and consequently the master is necessarily thrown upon his own personal resources with a very small staff. Have you considered how the difficulties of adapting the education to the wants of different kinds of boys is to be got over in these cases; and could you offer any suggestion either now or hereafter upon that subject?—I conceive that some such method as that which the Committee of Council have introduced for providing a cheap staff of apprenticed masters might be adopted with reference to that class of schools, but that would be an offspring of the department of public charities, giving its attention in the same manner as the Committee of Council on Education has done to the scholastic details of management in these schools.

17,565. You think that increased means, such as for the supply and certification of masters, lie at the root of the whole question?—Certainly.

17,566. Do you see much objection to allowing boys who have received their education to a certain extent at the public expense in training schools being passed on into the position of middle or grammar school masters?—None whatever. At the same time I have always had a great jealousy lest the middle class should by its superior resources have opportunity of attracting from elementary education those who have been specially trained for the elementary schools, and who are certainly more adapted to them than they would be to the schools in which the classical languages are taught.

17,567. Do you think that if we succeed in spreading over the whole country a good class of grammar schools, really adapted to the liberal and sensible education of the middle ranks, we may hope that the prejudice against the profession of schoolmasters, which now keeps the middle classes to a certain extent from sending their sons into it, will disappear, and that the ranks of the scholastic profession may be recruited from the ordinary tradesmen and farmers' families, as the ranks of the clergy are recruited from those who have received a liberal education?—At present the great idea which the humbler portion of the middle class have of rising, is the making of money, but with the growth of a higher sense of the use of education and of the elevating influence of literary pursuits, literary distinction would come to be valued by them. Just as in the most educated portion of the middle classes who are not very wealthy their sons devote themselves to a purely scholastic or scientific profession, so in the humbler portions of the middle classes the same desire and instinct would arise.

17,568. (*Lord Taunton.*) Is there any other point on which you would be disposed to favour the Commission with your opinion?—That which I can most usefully do in answer to this question is to give briefly a summary of suggestions.

I would found a department of public charities corresponding to or identical with the Committee of the Privy Council, which now administers the education grants. This department should be represented in the House of Lords by the Lord Chancellor as to all legal questions, and by the Lord President as to all administrative and scholastic matters. In the House of Commons the Vice-President of the Committee of Council on Education should represent it. I would transfer to this department nearly all the contentious jurisdiction of the Court of Chancery in matters relating to charities, and I would separate the administrative and scholastic from the contentious and legal jurisdiction. The Lord Chancellor should have power, with consent of the Committee of Privy Council, to frame all the forms and rules of procedure. Two judges in charities should hold local courts for the hearing

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of all causes relating to charities on the spot, thus greatly reducing the cost of legal proceedings in contentious cases. Such appeals as were permitted should be heard before a Court of Review consisting of the judges in charities and the Lord Chancellor. I would exempt by name certain great charities from this jurisdiction, and I would define by Statute certain causes which might, on the certificate of the Attorney-General, be, on the application of the parties, referred to the Court of Chancery. I would give great power to the department to settle all questions in dispute, as well as new schemes for charities and schools by conciliation, with the concurrence of trustees, or in some cases of trustees and inhabitants. I would distinguish between charities having greater or smaller revenues, as to the nature and extent of concurrence required to enable the department to settle new schemes. I would define by Statute the limits within which the department might give a great extension to the *cy près* doctrine of the Court of Chancery when 60 years had expired from the death of the testator. I would make the office of the department a legal place of deposit and registry for deeds and conveyances of charities. All trustees should be required to register in this office a list or description of their muniments. I would regulate the mode in which the accounts of charities should be kept; provide for a periodic audit; and enable trustees to avail themselves of the aid of a public treasurer of charities for the deposit of funds held by them.

As respects administration, I would have two separate classes of inspectors—legal and scholastic. The legal inspectors should aid in preparing statements of facts for the judges in their local courts, and in the investigation of matters intended to be settled by concurrence under the authority of the department. The functions of the scholastic inspectors I have pretty fully described in answer to questions from the Commission.

The object of the department would be to increase the security and development of charitable trust property; to prevent the waste of it by legal contention, by apathy, fraud, or mismanagement; to provide for the improvement of its administration by an extension of the doctrine of *cy pres* within certain limits; by the revision of schemes—the improved constitution of governing bodies; by facilitating the co-operation with trustees of proprietary bodies and of town councils; by the consolidation in some cases of small endowments; and generally by bringing the collective information and the greater authority of a public department comprising great officers of State in aid of local intelligence and public spirit operating for the improvement of local charitable endowments.

Adjourned.

Thursday, 10th May 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR.

Rev. J. S. Hodgson, M.A.

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The Rev. J. S. HODGSON, M.A., examined.

17,569. (*Lord Taunton.*) You are the rector of Aikton, near Wigton, in Cumberland?—Yes.

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17,570. And you are secretary to the Carlisle Education Society?—Yes.

17,571. You probably have had a general acquaintance with the condition of the endowed grammar schools in the diocese of Carlisle?—Yes, from circumstances no doubt I have a general acquaintance with them.

17,572. Are they numerous?—There are a great many endowed schools.

17,573. Do you believe that the system under which they are now conducted is as advantageous for the purposes of education, especially the lower division of the middle class, as they might be made?—No, I do not think it is.

17,574. Can you suggest any alteration of system by which you think they might be improved with reference to that object?—I think it would improve them if an Act were passed that the Committee of Council on Education should have power over them.

17,575. In what way?—They should have power to inspect them through their inspectors, and to compel them in some way to adopt the recommendations they made, and if the recommendations were not attended to, to dismiss the masters.

17,576. Would you advise any amalgamation of any of these schools with the view of establishing fewer but more efficient schools, or leave them as they now are?—They are a considerable distance from each other, but to show to what abuse they are liable, and that some alteration is necessary, I may say that a school hardly 20 miles from the place where I live has, I understand, an endowment of 100*l.* a year. It was at one time a grammar school, the master there became exceedingly drunken. It was a curate that was residing, and not the rector; he remonstrated with the trustees, and the trustees promised him that if this man were drunk again he should be dismissed. He was drunk again, and when the curate reminded the trustees of their promise they refused to dismiss the man. He took the advice of the Bishop of Carlisle; the Bishop of Carlisle recommended him to apply to the Charity Commissioners, and the Charity Commissioners told these trustees that if they refused to send this man away in consequence of his drunkenness they would commence legal proceedings, and they themselves would pay the expenses. The consequence was he was dismissed, and another man appointed. After a few months circumstances arose by which the school became again vacant, and they chose the drunken man again, and he is now the master.

17,577-8. You think, then, it would be advantageous, supposing these schools to be kept on their present footing in other respects, that the Committee of Council should have a more direct power of interference over them?—Yes; for instance, exceedingly great mistakes arise concerning them. When I went to my present living there was an endowed school in the parish of 180*l.* or 190*l.* a year; it happened that they were choosing new trustees according to the endowment deed, and I of course made enquiries about it, and wished very much to be a trustee. I was told that they were very glad indeed to see the clergyman taking an interest in education, but that there was a clause in the endowment that positively forbad the clergyman to have anything to do with the management of the school or to be a trustee, but that he would show me the deed. I found the deed, and the deed merely forbad any person in orders with a spiritual charge to be master. In consequence I was chosen a trustee, and have been able, as a trustee, to recommend a new school to be built, and the school to be joined to the Committee of Council, and it is now joined to the Committee of Council, and regularly inspected.

17,579. Are the boys educated at the schools, of which you have been speaking, generally of the same class as the boys who are taught at the national schools, or are they in a somewhat higher condition of life?—The whole of the people in my parish send their children to this school. *Rev. J. S. Hodgson, M.A.* 10th May 1866.

17,580. It is partly a national and partly an endowed school?—You can scarcely call it a national school at all, because it has an endowment of 180*l.* a year, but still it is connected with the Council for the sake of inspection.

17,581. It is substituted for an ordinary national school?—Yes.

17,582. Are boys of all classes educated there?—The farmers' sons and the yeomen's sons both go.

17,583. Together with the labourers' sons?—Yes. You must remember in the part of England in which I live the classes are very much mixed together, the daughters of farmers marry with labourers, and the small yeomen are ready to work for wages, and their sons very often become labourers, and there is no feeling of unwillingness in the different classes to mix together, and their children are all educated together.

17,584. (*Mr. Acland.*) What is your opinion as to the present state of education of the inhabitants of Cumberland, as compared with that of their forefathers?—I think it is positively worse.

17,585. With respect to the difficult question of the mode of dealing with trusteeships, do you think it desirable that some change should be made?—What I recommended with reference to the Committee of Council was with the view that through their inspectors the Committee of Council might have power to interfere.

17,586. What is your opinion as to the best course to be adopted to check abuses in these schools; do you think it desirable to establish a central authority in London, or do you recommend some local authority?—I think that a central authority in London with a power of inspection would be more efficient than a local authority, and the Committee of Council now have the means of inspection. It is only to enlarge the number of the gentlemen who are so engaged to make it perfectly efficient.

17,587. You think there would be some objections to a county board for this purpose that they would not have sufficient influence, or what would be the objection?—Party spirit might interfere in it.

17,588. You think such a body would not have sufficient public confidence or influence?—I do not say it might not have influence, but if it existed would you abolish the trustees altogether, and make this board trustees of the schools to have the appointment of the masters, or would you give them a power of supervision over the trustees? I think if you retained the present trustees and gave a power of supervision to the Council, and whom the Council might appoint in that case, the system might work more efficiently. I could mention other cases in which the trustees of these schools have misbehaved very much.

17,589. I think you did not exactly answer the question which the chairman put to you. Do you think it desirable to group any of these schools, or do you think it absolutely necessary to retain the endowments in the particular parishes in which they now are?—I know of three endowed schools with considerable endowments which are so near together that they might be conveniently grouped, and in that case they might make an efficient school.

17,590. You think that the rural population are much attached to having these small endowed schools?—I cannot say that they are; but they value considerably an endowed school in my parish, but it is not an old endowed school. The three I referred to are mentioned in this

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list I sent you; they are Bothel, Uldale, and Plumbland, and if you look at a map of Cumberland you will see that those three parishes lie near each other.

17,591. (*Lord Taunton.*) Is the education absolutely gratuitous in these schools or is any capitation fee paid?—It differs in different cases, generally it is gratuitous.

17,592. Do you think it works well?—Yes; in my own parish it is not only gratuitous for children of all people who have not 20*l.* a year from land, but by the endowment the trustees are directed to give each year a certain sum to the poorest children whom they think fittest for it for their clothing. There was a great abuse connected with that before I went, but by my advice every child is now to attend 176 days before receiving clothing money.

17,593. As I understand your statement, in your part of the country there is no necessity for providing separate schools for the lower division of the middle class, because in point of fact they are so much blended with the labouring class that the same school does without difficulty for both?—Yes; sometimes a farmer, after having his son educated at the parish school, will for a year or two send him to one of the middle-class private venture schools; and no doubt if you chose you might easily convert the school in my own parish into a middle-class school. It has an endowment of 180*l.* or 190*l.* a year, it has a very good school-house, and a very good master's house, and a very little trouble would make it into a middle-class school as well as a school for the poor.

17,594. (*Mr. Acland.*) Have you any grammar school of high repute in the county which stands out above all the others?—Yes; there is a very good school in Carlisle, which is rising in efficiency very much.

17,595. Have you any boarding school, not in a large town, which has great repute as a boarding school?—There are two middle-class schools.

17,596. I mean in the nature of a Church of England grammar school?—No, I do not think so, except at St. Bees.

17,597. (*Lord Lyttelton.*) Is Carlisle an ancient endowed school?—Yes.

17,598. (*Mr. Acland.*) Do you think it important, in considering the best application of the existing endowments, to make provision for some central grammar school where the sons of the clergy and professional men might get a good education on moderate terms?—There is such a school at Carlisle.

17,599. Do you think that meets the wants of the county?—I think so, and now it is getting a great deal more efficient, and the master has a good reputation, it will rise.

17,600. Is it in the heart of the town?—No, it is towards the edge of the town, but the master's own house is some distance from the school. He has built a house for boarders.

17,601. (*Dr. Storrar.*) In the school to which you have referred, where there is an endowment of 190*l.* a year, but for which you also get assistance from the Privy Council, what is the nature of the education given?—The education is such as the Council generally approves of, but there are also other subjects taught. The master teaches land surveying, as well as the elements of Euclid and algebra. I have been anxious to have the History of England more taught than the Council wishes for.

17,602. Any language beyond English?—No.

17,603. What is the nature of the assistance you get from the Privy Council?—A pupil teacher was paid by them.

17,604. And that is all?—That is all; and now he has finished his apprenticeship he will not be paid any longer.

17,605. Are you still, notwithstanding that, under the inspection of the Privy Council?—I should be anxious to keep it so, but very likely the master may not be willing because it occasions trouble to him, and the trustees may not press him. I should be anxious to have the inspection still for the sake of the benefit it does to the school.

17,606. Did there not exist formerly in a great number of these schools the means of enabling boys to get a classical education?—Yes there did, Latin was taught in this school.

17,607. Do you consider it to be an advantage that you should cease to teach Latin?—Not exactly; but I myself do think that unless a person learnt Latin so efficiently as to be able to read a Latin author with tolerable facility his time is lost in learning it.

17,608. You do not think that elementary Latin well taught might be useful in enlarging the mind and giving the pupil a better knowledge of English?—I would look more to having science taught him.

17,609. Have you had any experience in schools in Cumberland of science teaching?—No, I do not say that I have. In all these schools the learned languages were taught, and in one very small endowed school it still is necessary for the master to have a knowledge of Greek.

17,610. So that classics have been dropped and science not introduced?—Just so.

17,611. Are mathematics taught?—Yes, I think in some of them mathematics are taught; in my own school Euclid is taught and the elements of algebra.

17,612. What subjects in science would you think might be introduced with advantage?—I should myself prefer Euclid and the elements of algebra so far as equations.

17,613. I was rather referring to experimental science?—As a matter of training I do not think that is a good training, it is rather for imparting knowledge after the mind is trained.

17,614. When in a former answer you referred to science you merely referred to mathematics?—Yes, I did not refer to popular science at all.

17,615. Keeping to this school of which we have been speaking mathematics even are not taught?—If any boy stays long enough at school he will be taught Euclid and algebra.

17,616. To what age do the boys for the most part remain?—To 13 and 14.

17,617. Do they never get higher than English?—Yes, some of them learn mensuration and the elements of Euclid.

17,618. I should think that in former days, when the classical teaching was in an efficient state, boys of 14 might be able to make some progress in classics?—They might. This school is not an old school. I was asked about my opinion concerning the education of the people of Cumberland now and the education of their grandfathers. The fact is that in the time of their grandfathers all these country schools were taught almost entirely by the clergy, and if the schoolmaster was not a clergyman he expected to be a clergyman, but Bishop Percy cut that connexion off. He refused to ordain the country schoolmasters, and the consequence has been that they deteriorated directly.

17,619. Was it the practice in former days for the schoolmaster to have the cure of a parish also?—Yes.

17,620. So that the two incomes enabled you to secure good teaching in the school?—Very superior teaching to what it is now.

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17,621. Do you think, supposing it were possible, to reinstitute the old practice of combining the care of souls with the teaching of the school it would be advantageous, or would you prefer another system?—I do not think it useful to make such a speculation, because I am very certain that the Bishop of Carlisle would never make the experiment. If the schoolmasters have been deteriorated, the clergymen have been improved.

17,622. Then you think clearly the position of the clergy has been raised by detaching them from teaching?—Yes, I think so; but the schoolmaster has been lowered very much, and the consequence has been, from lowering his position and not giving him an object to attain, that he very often falls into habits of drunkenness.

17,623. (*Mr. Acland.*) In considering the wants of your county, might it not be desirable to recommend, under certain restrictions, that an opening should be offered to schoolmasters to rise into the clerical profession?—I think so; and every now and then a schoolmaster does thus rise. There is one in my neighbourhood going to St. Bees this year, and there are I know at least two clergymen now in the diocese who have been national schoolmasters.

17,624. Are many of the masters who occupy these schools now certificated masters?—There are about 90 in the diocese.

17,625. Have you a training college in the diocese?—No.

17,626. Where are they generally trained?—At Durham or Chester. The system we follow is to have organising masters who go to schools and stay there a month or six weeks to teach the schoolmasters the best method of teaching.

17,627. (*Dr. Storrar.*) What proportion of the schoolmasters do you suppose are certificated?—There are about 300 schools in the diocese, and 90 of them are certificated.

17,628. What kind of men are those that are not certificated?—In general, I cannot speak very highly of them.

17,629. (*Mr. Acland.*) They are self-made men?—Yes, men who have been taught in these schools themselves.

17,630. Do you not sometimes find that some of these self-made men turn out very good masters if they are fond of teaching?—Sometimes I have seen one or two uncertificated masters who had really good schools, taught on the system of mixing the national school with the middle-class school.

17,631. Is that a plan which you think desirable in the circumstances of your county, to have a good elementary school for the poor, with a higher department for tradesmen and farmers?—Yes; and I think there is a very good position for making an experiment in my own parish in consequence of its being a well endowed school, having an exceedingly good school-house, and a good schoolmaster's house.

17,632. Let us come to the best way of using that endowment; you have 180*l.* a-year?—More than that.

17,633. What is done with that endowment, is it all given to the master?—No; last year we paid 43*l.* towards the clothing of the poor children.

17,634. Do you think that a good plan?—No, I do not; but it makes the attendance of children more regular.

17,635. What do you yourself suggest as the best mode of spending this endowment; would you spend it in paying salaries, thereby cheapening the general cost of education, or would you spend it in the way of scholarships to the superior boys, or in what way would you think it best applied?—I recommended the trustees at present partly

to spend the surplus money in buying books for a school library to be circulated throughout the parish, and partly to institute prizes, to have an examination in the school, and to give those scholars who do well a prize in books.

17,636. Could that school be made a centre to any considerable district, five or 10 miles round, if there was a boarding establishment there either in the master's house or in the village?—I dare say, very easily, because not only has the parish of Aikton the power of sending children to this school free, but the parish of Burgh and the parish of Beaumont, two neighbouring but not adjacent parishes.

17,637. What I wanted to ask you is, whether you think that where there are favourable circumstances in the way of endowment it would be desirable in Cumberland to aim at founding little *nuclei* of education of a superior kind?—Yes, I think it would.

17,638. Do you think that would be practicable?—Yes, I think it would.

17,639. Would it be desirable to give exhibitions from those schools to a superior grammar school?—We are to remember that these small endowments constitute the means of education in their several parishes, and if we move the endowments from these parishes the children of the parishes might suffer, and the schools might not be so efficient.

17,640. My question rather was this, whether the endowments being what they are, very small endowments, just helping the clergyman and the landed proprietors in their duty of educating the poor, it is desirable to pick out some of these places in order to give them a higher character?—I do not think that you very well could do so where the endowment was very small, because it would be apt to destroy the school in the parish altogether.

17,641. It appears that you have several endowments in the county. I see one of 140*l.*, another of 180*l.*, another of 90*l.*; here is one, head master, 150*l.*; under master, 80*l.* The question is, are these endowments producing the best results that they are capable of producing?—No, I do not suppose they are.

11,642. Can you suggest how to make things better?—Before I give you an answer I shall endeavour to show you how different the feeling about education is in Cumberland to what it is in the south. I have lived in the south myself. I know that in the southern counties it is a matter of constant business in carrying on the work of a parish to keep up the school by subscriptions and by collections; and a clergyman does not think he has his work done unless he has a collection every year for the carrying on of these schools. In Cumberland such a thing is very seldom thought of, and I think that the absence of this collection and subscription arises very much from the fact that many of these small endowments were made at the time the commons were enclosed, and very likely the people when they gave the land from the common thought they gave a subscription towards the school. If you take this away without making provision for the carrying on of the school you might do very much harm to the education of the people of the parish.

17,643. (*Lord Taunton.*) As I understand these schools thus endowed do provide an education not only for the labouring class but also for the lower division of the middle class in your neighbourhood?—Yes.

17,644. (*Mr. Acland.*) Granting that the smaller endowments as now applied to the village schools are well applied, my question is, can this Commission suggest any means of making the larger endowments,

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amounting to something like 150*l.* or 200*l.* a year, more beneficial to the whole county, assuming the others left alone?—Yes, very probably; for instance, if the custom of giving clothing to the people in the parish of Aikton were done away with, and the entire endowments given towards education a better school might be established.

17,645. (*Lord Taunton.*) What is the amount of the sum of money which is given for clothing?—43*l.* this year; it varies.

17,646. (*Lord Lyttelton.*) If we take an educational endowment of 150*l.* a year for a village of average size, how is it spent now?—In most cases it goes towards paying the salary of the schoolmaster or the usual school expenses.

17,647. If there is an endowment of 150*l.*, is that not more than can be spent on the ordinary school expenses in a village?—Yes; 43*l.* a year in my own case is given towards clothing.

17,648. Do you think that is a desirable thing?—No, I do not think it is; but it makes the attendance more regular.

17,649. What would you do instead?—If I were asked what to do with the money instead, I should say, give it towards establishing another school in the north of the parish, because it is a very large scattered population, and the people in the north of the parish have a difficulty in getting a school to which to send their children; or if you wish to try the experiment there is with an endowment of 190*l.* a year the means of establishing a joint school for the education of the poorer classes and for the middle classes also.

17,650. (*Mr. Acland.*) Do you think there is no want among the professional and medical men, the poorer clergy, the land factors and others, of good education for their sons, carried on to the age of 16 perhaps, on moderate terms; is there no want of anything of that kind in your county? Could not these endowments of 150*l.* or 200*l.* a year, if well applied, give great assistance to aid the poorer professional gentlemen in getting a good education?— No doubt they could.

17,651. (*Lord Taunton.*) Do you think that this surplus money which is now given in clothing, and which you state is not very useful to the boys in your school, might be applied advantageously to assist the more promising boys to acquire a superior education in some grammar school in the neighbourhood?—Yes, no doubt it might. I can show you the clause in the endowment deed by which the clothing is given.

17,652. (*Mr. Baines.*) The trust deed does require the payment of a certain amount of the endowment in clothing?—It is left to the discretion of the trustees to do so if they think fit.

17,653. Does it indicate any certain proportion of the whole value of the endowment?—No; it is left entirely to their discretion. I wanted alterations made, and submitted the deed of endowment to the Charity Commissioners, and they seem very much inclined to use the endowment in accordance with the founder's will, if possible.

17,654. (*Mr. Acland.*) Have the poorer clergy easy means of educating their children now?—No, they have no further means than are supplied by these country schools.

17,655. And the same with the medical men whose incomes of course must be limited?—I only know in my neighbourhood of one medical man living in the country; it cannot sustain medical men.

17,656. (*Mr. Baines.*) They live in the towns?—Yes.

17,657. (*Mr. Acland.*) Have you got good grammar schools in these towns?—No, there is a grammar school at Wigton, which is in a very bad condition.

17,658. Can you tell us what is required, or offer any suggestions?—The suggestion I would make is, that all these schools should be joined

with the Committee of Council, and that the Committee of Council should have power over them through their inspectors. Their inspectors are officers constantly on the spot, who can make enquiries and suggestions too.

17,659. When you speak of the Committee of Council you are aware that at present the Committee of Council have no functions of that kind?—No, but the functions might be given them.

17,660. Do you think it would be desirable where these endowments exist, that a moderate capitation fee should be charged with a view to increase the total income, and so to increase the number of masters?—I think so.

17,661. Do you think there would be much local feeling against it?—No, I do not think there would. I mentioned the Committee of Council partly on account of their having a certain machinery at work at present, and it is only for them to increase their number of inspectors to carry on the work of looking after these schools efficiently.

17,662. Do you look chiefly to inspection to putting these things right?—I would give them the power of absolute interference too.

17,663. Do you think that the amount of income which can now be got from the endowment is enough to induce a good scholar and a good master to conduct these schools without capitation fees; would it not be desirable to make further donations?—It would not induce a highly educated man to do so. If you had a well educated man there with the power of having boarders very likely he would increase his income through having these pupils.

17,664. (*Dr. Storrar.*) Is it the practice of the clergy in Cumberland to take gentlemen to their houses to educate them?—Not much, I think.

17,665. You could not say, therefore, that the upper class education is provided in that way?—No, the upper class education is very much provided in the south.

17,666. (*Mr. Baines.*) What are the number of grammar schools in Cumberland?—There are 133 endowed schools in the diocese of Carlisle.

17,667. Do you happen to have struck any average of the amount of their annual income?—No; but their income is mentioned in the paper which I sent to the Commissioners. (*See* Appendix.)

17,668. Does it vary, some high and some low?—Yes; some are 180*l.*, some 150*l.*, and some 3*l.* or 4*l.*

17,669. One is 1*l.* 18*s.*?—Yes.

17,670. When you said that the education of the inhabitants of Cumberland was worse than that of their forefathers, I suppose you referred only to these grammar schools; you did not refer to popular education, the education of the humbler classes in national and British schools?—I remember mentioning it to a gentleman who, as a magistrate, has had constant opportunity of seeing it, and he said decidedly he saw that the present race of yeomanry spoke worse, and were worse mannered than their grandfathers were.

17,671. But the labouring classes?—No; I do not suppose the labouring classes are worse, they are improved.

17,672. (*Lord Lyttelton.*) How long have you been acquainted with Cumberland?—I was born in Cumberland.

17,673. Have you lived there all your life?—I went back to Cumberland about eight years ago.

17,674. Is it from your own observation, and compared with your early recollections, that you consider the general education of the middle class in Cumberland is worse now than it was then?—More by my own

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observations since I went this last time, knowing how they were educated in the old time.

17,675. (*Mr. Baines.*) You have expressed a very decided opinion that the effect of these endowments is to prevent those usual means of supporting schools, both by school fees, by collections, subscriptions, and so forth, and you are of opinion that it is the natural and general effect of endowments to repress voluntary effort in those various ways?—I certainly think it has that effect in Cumberland; I do not speak of other districts.

17,676. You are of opinion that it would be quite proper and advantageous in every way to establish a capitation fee for scholars?—Yes, I think so.

17,677. Do you think the parents, generally, would feel that to be a reasonable thing if it had the effect of making the school more efficient for the education of their children?—I daresay they would complain very much of it at first, but from my own experience in Warwickshire, where I was in a very poor parish, the poor people do not keep their children away from school in consequence of inability to pay the school fee, but from a desire to have a profit out of their labour.

17,678. Do you think, from your experience, that parents are disposed, when they can get a good education for their children, to pay a fair sum for it?—Yes, I think so, because I think that the payment for the education is not of so much consequence to them as the wages of their childrens' labour, and when they do not send their children to school it is for the sake of having the wages for their labour, and not the fear of difficulty in paying the school fee.

17,679. Is it the general rule in Cumberland that the schools are quite free, or does a capitation fee exist in some of them?—I think many of these schools are endowed for the sake of the children being educated free, but in some schools fees are paid.

17,680. They are absolutely free, and not at a low school fee?—Some of them have a small school fee, but some of them are absolutely free; there is no general rule concerning them.

17,681. Are most of them free, or do most of them require a payment?—In the school I mentioned at Wigton, I believe, the parents have consented to give a school fee for the purpose of raising the salary of the master.

17,682. Has it had a good effect already?—No; the school is in a very low condition at present, I believe.

17,683. Has the experiment been tried?—Yes, it has been in operation for a generation, I think.

17,684. A school fee?—Yes.

17,685. Then it has not succeeded in that case?—Perhaps there are other causes; the master may not be a good one.

17,686. Without asking you what they are, you believe there are other special causes which keep that school down?—Yes; the school at Uldale was endowed with the one condition that the children of the parishioners were to be educated free.

APPENDIX.

PARISHES in the DIOCESE of CARLISLE having ENDOWED SCHOOLS, 1861.

Addingham, 80*l.*, Methodist Catechism.
Aikton, 180*l.*
Ainstable, 17*l.*
Allonby, 25*l.* master, 25*l.* mistress.
Appleby, St. L., 120*l.*
——— St. M., two Schools, 9*l.* 18*s.* and 10*l.*

Applethwaite, 30*l.* (Is it endowed?)
Arthuret, three with 20*l.* per annum from Netherby (Qy. 20*l.* each?)
Askham, 12*l.* 10*s.*
Bampton, three, 78*l.*, 65*l.*, 10*l.*
Barton, 90*l.*
Beetham, 31*l.*
Blawith, 9*l.* 9*s.*
Bolton-in-Moreland, 13*l.*
Bootle, 20*l.*
Bridekirk, two, 35*l.*, 21*l.* 10*s.*
Brigham, one of 3*l.*, one of 16*l.*, one of 15*l.*
Bromfield, 45*l.*
Brough, 6*l.* 18*s.* 11*d.*
Broughton in Furness, two schools, 50*l.* or 60*l.* each.
Burgh-by-Sands, 1*l.* 18*s.*
Burnside, 22*l.*
Burton, 60*l.*, to M.A. of Oxford or Cambridge; Household Suffrage; no Master now.
Cartmel, 90*l.*, "most satisfactory state."
Castle Carroch, 12*l.*
Castle Sowerby, 5*l.*
Cliburn, 24*l.*
Colton, 50*l.*
Croghlin, 16*l.*
Crook, interest of 36*l.*
Cross Canonby, 7*l.* 5*s.* 4*d.*
Crosby Garrett, 7*l* 10*s.*
Crosby Ravensworth, three boys', 38*l.*, 14*l.*, 30*l.*; one girls', 21*l.* 10*s.*
Cross Crake, 14*l.* 10*s.*
Crossthwaite, Cumb., 100*l.*
Crossthwaite, West., 60*l.*
Culgairth, 75*l.*
Cumwhitton, two, 8*l.* 10*s.*, 30*l.*
Dacre-Dacre, 12*l.* 4*s.* 4*d.*; Stanton, 10*l.* 16*s.*; Newbiggin, 3*l.* 5*s.*; Blencowe, 190*l.* with house (Qy. capital or income?)
Dalton, 85*l.*
Dalston, 40*l.*
Dean, 12*l.* 14*s.*
Dearham, 20*l.* at Ellenborough.
Dendron, 6*l.* 9*s.* 6*d.*
Denton (Nether), 8*l.*
Distington, 3*l.* 10*s.*
Drigg, two, 40*l.* and 1*l.*
Dufton, 10*l.* 10*s.*
Edenhall, 21*l.*
Eskdale, 4*l.* 10*s.*
Finsthwaite, 6*l.*
Gilcrux, 24*l.*
Greystoke, Endowed School at Hutton Roof, 55*l.*
Haverthwaite, 50*l.*
Hawkeshead, Grammar School, 140*l.*; Sawry, 20*l.*
Hesket (not stated).
Heversham, 50*l.*
Highet, 15*l.*
Houghton, 6*l.*
Hutton-in-the-Forest, 20*l.*
Hutton, New, 5*l.*
—— Old, 17*l.* 19*s.* 2*d.*
—— Roof, 9*l.*, not paid since Jan. 1861.
Ireby, 8*l.* 15*s.*
Ireleth (?).
Irthington, two, 10*l.*, 4*l.* 10*s.*
Irton, 9*l.*
Isell, 6*l.*
Kendal, 60*l.*
Kirk Andrews on Eden (?).
Kirby Stephen, four, 45*l.*, 15*l.*, 12*l.*, 40*l.*
Kirby Thore, 7*l.* 6*s.*
Kirkland, two, 60*l.*, 52*l.*
Kirklington, 10*l.*
Kirkoswald, 15*l.*
Lamplugh, 6*l.* 8*s.*
Langdale, 32*l.* 16*s.*
Lindale, 5*l.*
Longmarton, 6*l.* 14*s.*
Long Steddale, 21*l.*
Lorton, 7*l.*
Loweswater, two, 9*l.*, 14*l.*
Lowther, boys' school, head-master, 150*l.*, under-master, 80*l.*; girls' school, 50*l.*; dames' school, 16*l.* 12*s.*; another do., 14*l.* 12*s.*
Mallerstang, Qy. 14*l.* (is this voluntary on part of rector or charge upon tithes?).
Martindale, 15*l.*
Matterdale, master 20*l.*, mistress 8*l.*
Melmerby, 20*l.*
Middleton, 8*l.* 10*s.*, organizing master glad of.
Milburn, 13*l.*
Millom, 12*l.*
Morland, 15*l.*; Great Strickland, 30*l.*; King's Meaburn, 8*l.* 10*s.*
Moresby, 60*l.*
Mosser, 3*l.*, given to parents to send their children to neighbouring parishes.
Mungrisdale, 35*l.* and 20*l.*
Musgrave, 47*l.* 5*s.*
Natland, 40*l.*
Nicholforest, 5*l.*
Orton, West., Tebay, 55*l.*; Greenholm, 55*l.*
Patterdale, 6*l.* 6*s.*
Penrith, girls' school, 30*l.*
Plumbland, amount not stated.
Ravenstonedale, 40*l.*
Scotby, 17*l.* 10*s.*
Seathwaite, 17*l.*
Selside, 58*l.*
Setmurthy, 52*l.* 12*s.* 6*d.*
Skelton, 32*l.* 6*s.* 10*d.*
Skirwith, 65*l.*

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Soulby, 2*l.* 16*s.*
Stainmoor, 40*l.*
Stapleton, 10*l.*
Staveley-in-Cartmel, master, 40*l.*; mistress, 15*l.*
Staveley-in-Kendal, 70*l.*
Swindale, 25*l.*
Temple Sowerby, 6*l.* 14*s.* 3*d.*
Threlkeld, 10*l.*
Thwaites, 25*l.*
Thursby, not stated.
Torpenhow, 57*l.* 6*s.* 6*d.*
Troutbeck, 40*l.*
Uldale, 46*l.* 19*s.*
Ulverstone, 37*l.*, 20*l.*
Upperby, three, but amount not stated.
Urswick, 15*l.*
Whicham, 16*l.*
Wigton, 70*l.* and 80*l.*
Windermere, 14*l.*
Wreay, 23*l.* 12*s.*

This list is as complete as I can make it, but I cannot say that it is absolutely complete. I send it by the direction of the Bishop of Carlisle.

J. S. HODGSON.

To H. J. ROBY, Esq.

Dr. K. Dammann.

Dr. KARL DAMMANN examined.

17,687. (*Lord Taunton.*) I believe you are now the teacher of German in King Edward's School at Birmingham?—I am.

17,688. How long have you held that situation?—Seven years.

17,689. Had you any previous acquaintance with education in this country?—Yes I had; I have been connected with several schools.

17,690. Teaching German?—Yes, but being interested in the cause of education I have made myself acquainted with other branches of instruction as well.

17,691. Had you any experience of education in Germany before you came to England?—I had.

17,692. In what way?—I was a teacher myself.

17,693. A general teacher, or a teacher of the German language?—Of German and of other things besides; I taught classics, French, German, history, geography, &c.

17,694. Was this in schools, in a University, or in what way?—I have taught in public and private schools, and had experience in private tuition.

17,695. (*Dr. Storrar.*) Are you speaking now of Germany or of England?—Of Germany.

17,696. (*Lord Taunton.*) You are aware that the object of this Commission is to devise means for the improvement of the education of the middle classes of this country, and especially for the improvement of the endowed schools, as applicable to that education?—I am aware of it.

17,697. Have you been able, since you have been in this country, to form any general idea of the present condition of the education of the middle classes, as compared with your own country?—I have noticed differences in the mode of conducting the public schools in this country and abroad, so far as I have become acquainted with them. In Germany, for instance, the admission to a school similar to King Edward's School, Birmingham, as well as the passing from class to class, would be regulated by examination alone. Pupils would not be admitted even to the lower classes without their fitness for them having been ascertained by a previous examination. In this country such examinations do not appear to me to be sufficiently strict and searching. The consequence is that pupils not properly prepared are often admitted to certain parts of the school, and the confusion thus created often continues through several if not all the classes.

17,698. You think that the admission of a pupil to a school in England should only take place upon a certain amount of proficiency having been already obtained by the pupil before he is admitted?—I should say that admission to any class of a school should be possible only by satisfactorily passing a previous examination.

17,699. Do you mean that any child should be excluded from entering a school if the child had a competent knowledge of elementary education, but if there were others presenting themselves at the same time who had that knowledge in a superior degree?—I should certainly think pupils ought to be excluded from classes for which they were not fit.

17,700. But at the first entrance into the school, would you shut the door?—By no means; I would provide for this difficulty by establishing well-organised and carefully-managed elementary schools, with a convenient number of classes, each preparatory to the next above. From the upper classes of such a school pupils should be admitted, when sufficiently advanced, into the lower classes of the upper school or schools. By this arrangement the standard of all preparatory education might be considerably raised throughout the community.

17,701. I suppose a system of this kind could not easily be carried into effect except under the superintendence of some authority either of Government or otherwise?—The head master's authority and superintendence would be sufficient, I think.

17,702. You propose, as I understand, that there should be a set of elementary schools, that they should be managed by some uniform and regular system, that then the boys coming from them should be admitted into the schools upon a certain amount of knowledge, and that there they should be classified upon some regular system?—Exactly, so as to obtain, if possible, a perfect gradation from one class to another in the elementary school as well as in the higher school or schools.

17,703. Do you imagine that this system could be conducted in this country under the conditions of free action with regard to education which at present exist in this country; or do you think it would be necessary to introduce that kind of governmental interference and general control which prevails on the continent?—There need not necessarily be any Government interference or control, I think.

17,704. Must not there be some supervision to take care that all this is done, or else the independent genius of English education would immediately break through all these rules?—I do not see any compulsion in it; I am sure that it would remove a great many obstacles to public school education. It would make every pupil work properly in every branch taught in his class, in order to prepare himself for the coming examination. I would make these examinations half-yearly, and there should be no other admission to any class, except in extraordinary cases, in order not to disturb the working of the classes, and in order to give the pupils time to master all their present subjects. Only those pupils who could pass a creditable examination in all the subjects taught in the class to which they belonged, should be allowed to pass on to the next; those who failed should remain in their present class; those who failed three times should be dismissed from the school as unfit for class instruction. These strict examinations would be of invaluable service to tuition as well as to discipline. In them we can see the end of perfectly avoidable disorder, inattention, and idleness, of the necessity of time-wasting and tiresome repetitions, of the miserable system of mere setting and hearing lessons. It would assist the studious boys and exclude the idlers, and the classes would be composed of equally-matched pupils. As for parents who did not like a well-

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organized school, they would be at liberty to send their sons elsewhere. Intelligent parents, however, desirous of securing good instruction and proper training for their children, would not be long in discovering the advantages of such arrangements, and doubtlessly welcome and support the innovation. If vacancies should occur in a class through a sufficient number of pupils not coming in from the one below, or through pupils being obliged to leave within the half-year, these vacancies should either remain for the rest of the term or be competed for in an "occa-"sional" examination. It would also be highly desirable to publish beforehand every half-year the scheme of instruction for the whole school in all its details.

17,705. If all this were carried out throughout England in a regular and systematic manner, would it not necessitate some general control of a pretty arbitrary and stringent kind to secure its going on properly?—I do not perceive the absolute necessity of it: still a control of all schools would be a very desirable thing.

17,706. Do you think it would be useful to introduce into this country the continental system of putting the education of the country in the hands of the State, or of some governing body, and obliging everybody to conform to that system?—So modified as to suit the views and requirements of the intelligent public.

17,707. Is the system which you have described the one that is carried on in the parts of Germany with which you are acquainted?—It is. In all the German schools with which I am acquainted the rule obtains that one class should be most thoroughly preparatory to the next, and that no pupil should pass from one class to another without having passed a fair examination in every subject taught in his class.

17,708. What public body is there that exercises a general superintendence over the schools of the country to ensure that this is done in a systematic and regular manner?—The Director, supported by his staff of Masters, manages all the internal affairs of the school. In some institutions there is a "Council" to co-operate with the Director, and to arrange external matters. As a rule, government superintends all instruction, but the "Inspectors" are practical schoolmen, with a minute knowledge of all educational matters, and chosen from the ranks of the most experienced, so that there is nothing irksome in the system, which is not the working of a mere theory, but the necessary result of the gradually developing requirements of the nation. If I may be allowed once more to revert to the subject of strict classification, I would observe that by this means another serious evil is prevented, viz., the irregular influx of new pupils into the different classes in the course of the half year, and the possible over-filling of the classes. There can hardly be anything more injurious to the progress of tuition, or more impeding to the exertions of the masters. It frequently—I should almost say invariably—happens that I have to teach beginners in all the classes, and am obliged on their account to neglect in a great measure the more advanced pupils. Besides this, I have often experienced it myself, and heard it complained of by others, that industrious and intelligent boys being promoted to a superior class suddenly change. Their intellect seems to become gradually weaker, and their behaviour deteriorates. This change for the worse is attributable partly to the boy's unfitness for the class on account of the want of previous proper training for it, so that the mass of new subjects which he has to encounter crushes his mental powers and energies; and partly it may be ascribable to the fact that only one or two subjects are made the prominent study of a class. He then leaves the rest, though they may have been his favourite studies before his promotion, for the necessary ones.

17,709. I suppose you would have these classes divided with reference to the separate subjects of instruction; for instance, you would have a German class and a Latin class; you would not have the boys all mingled in one class?—Not exactly so; every class should have its own well balanced *curriculum*. Pupils should be required, so far as practicable, to pass equally well in all the different subjects, and not leave their class unless able to give a satisfactory account of all the work done in that class.

17,710. With regard to the subjects of study in our middle class schools, have you any observations to make upon that. Do you consider them too numerous or not well selected; or, in short, what has been the result of your observation on that point?—I believe that more subjects are taught in the continental schools. Latin and Greek appear to me to preponderate in English schools to the disadvantage of other studies; in fact, other things seem to be of little account.

17,711. Are you not of opinion that there is a tendency to improve in that respect, and that more importance is attached to other branches of knowledge than used to be the case in this country?—I believe there is a tendency to improve; and considering the exceedingly small proportion of successful students of Latin and Greek, or of students who in after years continue their classical studies, I do not see that this important position of those two subjects can be fairly, and with justice to other branches, maintained.

17,712. You mentioned Latin and Greek together; do you think those two languages are exactly on a par in point of value with reference to middle class education?—They are generally classed together; that is the reason why I mentioned them one with the other.

17,713. Taking Latin, for instance; do you think there is no advantage in giving some knowledge of Latin to a boy of the middle class?—A knowledge of Latin is most desirable, and it is my conviction that the classical studies ought always to form part of a liberal education; but they should not preponderate to the detriment of other branches of knowledge, at least not in schools whose pupils do not all enter upon academic or exclusively classical studies. In the case of not purely classical schools, branches more immediately applicable to the purposes of practical life ought to enjoy an especial consideration. These things once learnt at school, much time and trouble is saved in after life. Besides, by making certain subjects too prominent, pupils are systematically taught to disregard the neglected subjects, and with the subjects the masters who teach them; and it often happens that masters have, in addition to the difficulties thus thrown in their way, to bear the blame of a bad system, for the results of which they cannot reasonably be responsible.

17,714. (*Mr. Acland.*) Do you think that is the case with mathematical teaching so far as you have observed?—I think with almost everything except Latin and Greek.

17,715. Do you think that is the case, speaking generally, with all the schools of England so far as you know?—I have heard the same charge brought against several.

17,716. (*Dr. Storrar.*) May I ask if your experience in English schools extends beyond the school at Birmingham?—Yes, I have had an insight into others.

17,717. Have you been practically engaged as a teacher in other schools?—I have.

17,718. Grammar schools?—Yes.

17,719. (*Mr. Acland.*) In what parts of the country?—In Yorkshire.

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I have been in Huddersfield College and Collegiate school, in the Wakefield Proprietary, the present Grammar school, &c.

17,720. Are you not aware that in some of the private schools of England great attention is paid to mathematics, and considerable proficiency attained in that subject?—I am quite aware of it, but I am speaking more especially of the schools I know, compared with German schools of the same description.

17,721. (*Lord Lyttelton.*) What other subjects of instruction do you suggest should be introduced, which are not now taught?—Natural science, for instance; also history is neglected.

17,722. How far do you carry that observation, that it is neglected—in all the schools with which you have been acquainted?—Historical instruction is confined to the learning of chronological data of English, Roman, and Greek history. I do not see that any particular point is made of the systematic "teaching" of history.

17,723. Is that the case in King Edward's school at Birmingham?—It is in all the English schools which I know.

17,724. (*Mr. Acland.*) Are you quite convinced that the teaching of the science of history is a subject suited to boys?—I should say so; at least it is made a necessary study on the continent, and it answers exceedingly well. Boys are fond of the study, and no doubt it has a good influence on the training of them generally.

17,725. (*Lord Lyttelton.*) Do you think history might be taught more comprehensively than it is?—Yes, decidedly.

17,726. (*Dr. Storrar.*) Are there good text books on history in England?—I am not very well acquainted with them. I have seen some text books; they are very different from similar books used on the continent, and would not be well adapted to the methods pursued in the teaching of history in German schools.

17,727. What are the subjects in natural science that you would propose to introduce?—Al that is generally comprised in the term "Natural Science," so far as it is found useful in the education of youth.

17,728. Mechanics?—That would be included.

17,729. Hydrostatics?—Also. I am perfectly aware that such matters are taught, but not so extensively as might be.

17,730. Would you propose chemistry?—Certainly, physical geography, astronomy, mineralogy, geology, botany, zoology, &c.

17,731. Have you any experience of the effect of teaching in natural science in Germany?—I have not any personal experience; I only know that men who are afterwards engaged in pursuits where a knowledge of it is applicable find it a great convenience to have been taught these matters in the schools previously.

17,732. But it is within your knowledge that the natural sciences do constitute a subject of education in German schools?—Decidedly.

17,733. Is natural science substituted for classical learning, or is it taught concurrently?—Concurrently; it is by no means substituted. In fact, in the German gymnasia the classics take the most prominent part, but other subjects are not on that account neglected; they are most thoroughly taught as well, and the art is to introduce one subject after the other in such a manner as that the one does not stand in the others' way and impede the progress in them; so that certain subjects are introduced at one period and cease at another, where new subjects come in and are continued.

17,734. About what age and at what stage of progress do boys begin the study of natural science in the schools in Germany to which you

are referring ?—I should say it would depend on the character of the school ; in the *Real Schule* they would probably begin sooner than in the *Gymnasium*.

17,735. Would they begin the study of natural science earlier than 15 or 16 ?—I should say perhaps about 14, if not earlier.

17,736. Would it be the objects of science simply, or would it be a scientific treatment of the materials of science ?—There would be a kind of propædeutic instruction dealing with facts and data, and a more scientific instruction would be given afterwards.

17,737. Is science made of such importance in these schools as to occupy a part of the education of all the boys, or is it only applied to a certain portion for some specific purpose ?—All the boys entering a certain class must pass the whole *curriculum* of that class. If science is taught in a class all the boys are expected to pass through the study, but if there are sufficiently weighty reasons why a boy should not go on with it he may be exempt ; the director would have power to allow the boy to discontinue the study.

17,738. But the principle of the school would be this, that every boy arrived at a certain stage should have a course in natural science ?—Yes, so far as I understand it.

17,739. (*Mr. Acland.*) A distinguished professor of chemistry in connection with agriculture has expressed the opinion that in Germany it has lately been found that chemistry is not so good an instrument of education as it was thought, and that it is dropping into comparative disrepute: does your experience contradict that ?—I have no experience in that direction ; I do not know the extent to which it is taught, or to which it has been made a vehicle of education.

17,740. (*Dr. Storrar.*) Do any other subjects besides those to which you have referred enter into the school course in Germany ?—One of the principal subjects is the German language and literature, and this is again a subject which I think very much neglected in English schools.

17,741. Do you mean that the German language and literature is neglected in England ?—I mean the mother tongue. I have here the plan of a school at Berne, which may give an idea of the way in which subjects are distributed over the time at command. It is a gymnasium of eight classes, and these are the hours weekly attributed to the different subjects :—Divinity 13, German, 24, Latin 55, Greek 37, Hebrew 6, French 24, history 20, geography 10, mathematics 32, natural science 8, drawing 13, writing 6, singing 10, and gymnastics 10. I have extracted this from an article which is worth consideration and written by a prominent school man, and which lately appeared in the "*Neues Schweizerisches Museum*," 3rd part for 1865, in an article entitled "*Gymnasial-Chronik*."

17,742. (*Dr. Storrar.*) Supposing a boy went through the whole course of education in this school, these numbers would represent the relative importance of each subject in the course of his education ?—Yes, they would.

17,743. (*Mr. Acland.*) You think this a much better system than any system you have met with in England ?—Yes, decidedly.

17,744. Can you point out to us in what respect the result of that teaching is much better than the result of our English teaching ?—The result would necessarily be that a pupil who had passed through all the different classes up to the highest would have a very good knowledge indeed of all the subjects taught, whilst in an English school, so far as I know, a boy may come to the very highest class, and be the first in that class, through a superior knowledge of Latin and Greek alone, and knowing nothing or next to nothing of the rest.

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17,745. Are you satisfied that the system which you have indicated produces a better general discipline of the mind than the more limited course of education which you believe to be common in England?—If we admit that the more varied the culture of the mind is, the better for the individual, I should say so. Education should not be one-sided. It is advisable to bring young minds into contact with a variety of subjects in order to rouse and direct their various powers and energies, to awake and form their tastes, and to call forth latent talents. The greater the variety of subjects (so far as is compatible with the plan of a school) the more are the chances for these purposes increased. The chances are diminished, however, if the system of instruction confines itself to only one or two branches, and neglects and causes to be neglected others which may be of the greatest importance to individual pupils. Besides this, I think it is generally accepted that certain studies become difficult in later years, and should therefore be begun early, when the faculties are pliable, to say nothing of the advantage of study under proper direction, which may be wanting in after years.

17,746. Will you be so good as to explain to us the organization of the German schools which you think highly of in their different departments as regards the Gymnasium and the Real Schule, and will you please point out to us the different objects aimed at in those two kinds of schools, and the difference of subject?—I am afraid it is rather a lengthy and difficult subject to deal with. The number of subjects and the extent to which they are taught are different in the different gymnasia and in the real schulen; I should say the broad distinction would be this, that in a *Gymnasium* the classical element preponderates, whilst in the *Real Schule*, as the name implies, the "*Realia*," i.e. subjects which are more immediately applicable to the practical business of life, or necessary for commercial pursuits, for artists, and so on, are principally taught. There is a great difference again in the *Real Schulen*. The pretensions of some are not so great as of others; I think they culminate generally in the Polytechnic colleges. Valuable information on this point may be found in the "Zeitschrift für Gymnasialwesen," published in Berlin. Last year's numbers contained about two hundred "Programs," of different Gymnasia and Real Schulen.

17,747. Do all the persons who are intended for what you call the learned faculties go through the gymnasium as a matter of course?—Most people who prepare for the university, do so at the gymnasium; but it is not absolutely necessary.

17,748. Everyone must go through the University to obtain a position in a learned profession, must he not?—Yes, as a rule, but there are exceptions. A considerable number of autodidacts have attained to high positions in church or state, or in the Universities.

17,749. The principal object, as I understand, in the gymnasium is classics; after classics what subject is considered of most importance in the gymnasium?—I should say mathematical and physical science.

17,750. Will you explain what is the principal object of attention in the Real Schule?—Mathematical and physical science, history, arts, and so on would be the principal objects of instruction.

17,751. Some attention is paid to language in some form?—Modern languages take a prominent part.

17,752. Is Latin taught at all in the Real Schule?—Yes, though not so prominently as at the gymnasium.

17,753. Is it taught to all the boys, or only to those who wish to select that subject?—I believe at a certain point it is made optional Some Real Schulen are connected with a gymnasium.

17754. (*Lord Taunton.*) Is Greek taught at all in the Real schools?

—I do not think it is, unless it were in the lower classes of a combined Gymnasium and Real Schule, where the instruction is the same for all the pupils.

17,755. (*Mr. Acland.*) Is it easy for a boy in a Real Schule to pass into a Gymnasium, and so to rise to the highest point of liberal education?—There is no difficulty in his way if he wishes to do so; but he will have to submit to an examination.

17,756. At what age do boys generally leave the Real Schule?—At different ages.

17,757. Do they ever remain as late as 18?—Yes, I think so.

17,758. So that the Real Schule would not exactly be a model for a school for English tradesmen and farmers who wished to enter into business at 14?—The lower classes of it would.

17,759. Do you think from your own knowledge of England and Germany that some important suggestions might be borrowed from those Real Schulen for the education of the lower portion of the middle class, especially small shopkeepers and mechanics?—I should certainly say yes; many subjects taught in a Real Schule might be introduced with advantage into the education of those schools where the named boys would attend.

17,760. (*Dr. Storrar.*) Is it a common practice for boys to proceed from the Real Schulen to the Gymnasium?—Not a common practice, I should say.

17,761. In fact then we are to look at them as two distinct and separate schemes of education?—I mentioned before that they are sometimes combined. There are Gymnasia and Real Schulen which go parallel the one with the other. In the lower classes the education is, if not entirely, almost the same, and only at a certain point the establishment branches into the Gymnasium and the Real Schule.

17,762. What do you think the most important subjects for the younger boys to carry on together. The object of my question has reference to this, whether you think we begin classics too early in England?—That is a disputable matter, and altogether depends on the opinion of different people.

17,763. Is it the practice in Germany for those who intend to be philologists and scholars to begin classics as early as they begin them in England?—Yes, quite as early.

17,764. Have you any reason to think that that is a bad practice, and that it would be better to confine the attention of the young to more tangible and less abstract studies, and to postpone the severer study of language?—My own opinion is that the study of language should begin with the mother tongue, and all the suceeding instruction in languages should be based upon that. The boys should be perfectly familiar and conversant with the elements of grammar, have learnt to express themselves pretty fluently and correctly, orally and in writing, and then begin the study of other languages.

17,765. (*Dr. Storrar.*) What languages?—Any language which might be thought desirable.

17,766. (*Mr. Acland.*) Do you think the principle which you have laid down is as easy to be applied in the English language, which has so few inflections, as in German; is it not more difficult to teach grammar in English than it is in German?—To obtain a general acquaintance with language, I should say the English language is as good a ground to build on as any other.

17,767. If the boy was really taught to write with intelligence and accuracy in his own mother tongue in England your object would still be attained?—I believe so.

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17,768. (*Dr. Storrar.*) After having made the boy a fair master of his mother tongue, what languages would you prefer to take next?—Latin would be most eligible, and I am persuaded that after the previous training there would not be so many obstacles in the way of acquiring Latin as there are now, because the great difficulty to contend with now is to give boys notions and ideas by means of a foreign language which they might have easily acquired before by a study of their own.

17,769. It would amount to this, that you would prefer to give a boy an elementary knowledge of grammar through his mother tongue, before proceeding to any other language?—Quite so.

17,770. (*Mr. Baines.*) The Huddersfield College, I think, is a large institution comprising a very considerable number of boys, and considered a very successful institution?—It is a very superior school.

17,771. There are upwards of 100 boys?—Yes, I have known a larger number; I believe at one time there were at least 180, if not more.

17,772. You taught German in that college for some time?—I did.

17,773. Have you any order of introducing the various subjects of instruction which you mentioned. You mentioned those, for instance, in the Berne school. Is there any order of introducing them; the simplest and easiest and most elementary first?—Exactly so.

17,774. Can you state the order in which they are introduced?—I am not personally acquainted with that particular school, and much is always left to the discretion of the director. A practical schoolman knows how different subjects are to be introduced one after the other, so as not to impede the proper progress of study.

17,775. You have no fixed order; they might vary, the general rule being the simplest and easiest to be taken first?—That is the rule.

17,776. (*Lord Taunton.*) With reference to the position of masters in this country, is there any material difference in that respect, as far as you see, between the masters here and those in Germany?—I believe, with the exception of the masters of the higher classes in the schools, and of the head master, the masters in England are not in so good a position socially.

17,777. You are aware that in this country the tuition in many of our schools is united to the position of a clergyman of the Church of England. In those cases there is a high social position always accorded to the master?—Certainly.

17,778. I presume your observation rather applies to masters who are not clergymen?—The fact of a master being a clergyman gives him a better position.

17,779. (*Lord Lyttelton.*) You mean as a schoolmaster?—Yes.

17,780. (*Lord Taunton.*) Do you think it very desirable that independently of a master being a clergyman his position should be one of considerable social respect?—It is in the highest degree desirable.

17,781. Can you suggest any means by which that increased consideration might be given to those who exercise the profession of schoolmaster?—I believe that much depends on the way in which the masters are salaried. If a master is badly salaried he is badly esteemed.

17,782. (*Dr. Storrar.*) Is everybody in Germany allowed to teach, or must every teacher have a legal qualification?—He must have a legal qualification.

17,783. So that in fact it comes to be a State profession, and therefore he takes his rank accordingly?—Yes, the fact of his being a servant of the State gives him a respectable position in the state he serves.

17,784. (*Lord Taunton.*) The masters obtain certificates after examination?—They do.

17,785. By whom are those certificates given?—By the State.

17,786. And they are compulsory. A master cannot hold a mastership of certain schools without these certificates?—No, he cannot.

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17,787. (*Dr. Storrar.*) Are these certificates simply evidence of scholastic attainment, or are they also certificates of capacity in teaching?—Of capacity in teaching also, and more especially so.

17,788. After a schoolmaster has got to a certain stage of scholarship himself, is he subjected to any process by which he can be instructed in the art of teaching?—Yes, he is. In the lower classes of the gymnasia, for instance, the young masters have to teach under the superintendence of the director. They have to serve, as it were, an apprenticeship.

17,789. Does the requirement to serve an apprenticeship extend even to the highest class of teachers?—The highest class of teachers can only rise from the young masters. No amount of attainment would justify a master in holding a position which only an experienced master ought to occupy.

17,790. Then every head master must have sprung from the ranks?—He must have had long experience in tuition himself. He must have a thorough knowledge of school management and tuition in every detail.

17,791. (*Lord Lyttelton.*) You are aware that in different classes of society in this country there is a good deal of gratuitous education given?—Yes, I know it.

17,792. Is it much less so in Germany?—Wherever it is possible it is required that something should be paid for the instruction, because it is found practically that people do not value what they get for nothing.

17,793. (*Lord Taunton.*) You say, "whenever possible." Does the impossibility depend on the poverty of the pupils?—Only on the poverty of the pupils.

17,794. (*Lord Lyttelton.*) Does it occur to you that in the middle class of this country that principle should be applied without exception, that every pupil should pay; because it may be assumed in their case that they are always able to pay?—Certainly; it is a waste of valuable means to throw education away on persons who are in a position to pay for it.

17,795. Would you put it on any other ground besides the general one, that they do not value what they do not pay for?—Yes, it would assist very materially in procuring masters for many other branches of instruction, and the masters could be better paid.

17,796. (*Mr. Acland.*) From what you have seen at Birmingham, what do you draw from your experience on this last point, as to payment?—My own impression is that, as a great amount of the education at Birmingham is gratuitous, and King Edward's School so well endowed, people do not value education very highly. They are apt to grumble at slight, though necessary expenses, as for books, &c. Establishments which are intended to give a higher education do not thrive in Birmingham. People do not support them, because for the greater part they require only a very moderate amount of elementary education, and elementary education, if not given for nothing, is very cheap—too cheap.

The Rev. MARK PATTISON, D.D., examined.

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17,797. (*Lord Taunton.*) I believe you are the rector of Lincoln College, Oxford?—Yes.

17,798. How long have you held that situation?—Five years.

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17,799. I believe you have specially directed your attention to the subject of the education of girls of the middle classes?—Yes.

17,800. What is your general opinion of the state of their education at present?—Perhaps one might divide the middle classes into the upper middle, the middle proper, and the lower middle, and perhaps it would make my observations more distinct if I confine them to the upper middle in the first instance. I think it would not be difficult to organize a much better education than is to be found in this country for them.

17,801. By the upper middle I presume you mean the daughters of professional men, some of the clergy, and so on?—Yes.

17,802. How are they principally educated at the present time?—Mainly by governesses, a few by select boarding schools, many of them by neither.

17,803. They take their chance at home, and get masters?—Yes.

17,804. (*Lord Lyttelton.*) Besides governesses in boarding schools, there are many in day schools?—Not for that class; there may be in London, but not in the country.

17,805. (*Lord Taunton.*) Beginning with the governesses, is there, do you think, a sufficient supply of competent governesses to meet the want of this class?—Certainly not.

17,806. Going on to the boarding schools, what is the quality of the boarding schools to which they go, speaking generally?—I could not answer that question; I have had no experience.

17,807. Should you be inclined, on the whole, to think that that was a better education for a girl of the upper division of the middle classes than the education which she would probably receive from a governess?—I think the principle of a day school very much superior to the principle of a boarding school for either girls or boys, but particularly for girls. A great point is to continue the two things, that the girl should live in the bosom of her family, and should at the same time be within the reach of a competent teacher.

17,808. Do you think that boarding schools, unless very strictly and well conducted, are apt to exercise a prejudicial effect on the morals of girls?—I would rather say that the girl loses so much by being away from home.

17,809. Taking the middle class proper, as you call them, in what way are the girls of that class now educated?—Chiefly in boarding schools, I think; the class that is below the governess frequent boarding schools.

17,810. Are those boarding schools pretty good?—I have not had an opportunity of seeing the schools themselves; I am speaking rather from a knowledge of the girls as they are turned out of them.

17,811. Do you think their education satisfactory, generally speaking?—Anything but that, I should say.

17,812. Is it very superficial, or what are the defects which you would point out?—They really appear to have learnt nothing.

17,813. (*Lord Lyttelton.*) Is it from observing the results of examinations; or in what way have you been acquainted with the results of this education?—I have had no other means of knowing the classes of whom I speak than any other English clergyman has had who is 50 years old, and is married, and has had many sisters, and has been resident in a great variety of English counties, and has seen the farming class and the clerical class, and something also of the daughters of shopkeepers.

17,814. You are not referring to any particular system of examinations?—No.

17,815. (*Lord Taunton.*) With regard to the lower division of the middle class, the daughters of farmers and small tradesmen and thriving mechanics; what is the education their daughters receive?—The lowest division of the middle class is one with which I am least acquainted. I perhaps had better confine myself to the upper middle class.

17,816. Do you believe that the girls of the middle classes are generally worse educated in proportion to their brothers in the same rank of life?—Necessarily so, because the brothers in the same rank of life have at least learned that profession or trade or occupation in which they are to earn their bread, whereas the girls have not even learned that.

17,817. Is not there a disposition on the part of parents to spend whatever money they can spend in education, rather in educating their sons, who they hope will be able to earn their own bread in various walks of life, than in laying it out on the education of their daughters, whom they do not consider in the same light?—No doubt.

17,818. (*Mr. Acland.*) Are you of opinion that the writings on the subject which we are now speaking of, represent the average state of public opinion?—It appears to me that a great deal that is good is written upon education, but I do not think that that at all reaches the class of which we are now speaking, it is entirely fired over their heads.

17,819. What do you think is the prevailing feeling pervading the middle classes about girls' education at the present time?—I do not think it will be too much to say that taking the average man of the middle class, he is more than indifferent to it; that he rather dislikes an educated woman, that he prefers a woman who is less educated to one who is more educated.

17,820. To what causes do you attribute this state of feeling in the middle classes?—The preference of the man for a less cultivated woman arises from his own want of culture. There has been in the last 50 years a very great development of wealth in this country, and particularly in the middle classes. The middle class has been raised many degrees in point of wealth, but its culture, as I think one must see, has not kept pace with the development of its means; that is, it is raised in means and not raised in intelligence.

17,821. Do you think that the tone of the writing on the subject has been favourable to progress? Do you think that any public discussions have tended to advance or retard progress on this subject?—I am afraid that so much rhodomontade has been talked on the subject of girls' education, and it has been so mixed up with another question of what is called the emancipation of women, that it has acted to frighten the men.

17822. (*Dr. Storrar.*) Your remarks at the present time apply to the middle middle class?—In speaking of what I call the uncultivated man I am speaking of the middle middle class. I do not think one would say of the man of the upper middle class that he could be called uncultivated.

17,823. (*Lord Taunton.*) Could you suggest any means that could be adopted, either by legislation or otherwise, for improving the education of girls of the middle class in this country?—The suggestion which I wished to have the opportunity of offering to the Commission is a special one; I would come at it in this way, that the subject is really so vast, and what requires to be done is so immense, that I do not see my way through the whole of it; but I would propose that, as you cannot begin everywhere at once, I would begin at the top, and I think before you can advantageously you must have a certain sentiment to meet you

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in the class upon which you operate. Supposing you have a population who are entirely apathetic to education you cannot create the appetite, but I think you have in the upper middle class a certain section of families—parents and girls—who are themselves desirous of better training than is at present within their reach, and I would propose that means should be taken by Parliament to place within the reach of those who are at present desiring it and cannot get it such opportunities of instruction. I think that in every large town or thickly-peopled district you would find a good many families whose daughters were cultivated to the point really to which they had had the opportunity of being cultivated, but that they have no opportunity of carrying that cultivation beyond that point. Then I would confine myself to girls whose governess-education is over, say take a girl of such a family at 17—begin at 17—from 17 to the time when they are settled in life there are very many valuable years during which they have nothing to do, and which years they fill up with a variety of futile occupations, but they would be very glad, if they had access to some institution or some good instruction, to spend at least a part of those years in frequenting that institution. What I would suggest would be that in each of these large towns or in such populous neighbourhoods an institution to be called "classes," or a "college," or whatever you like, should be erected, that in this institution systematic courses of lectures should be given, calculated for intelligent girls of 17 and upwards, that the fee to each of these classes should be moderate. Of course the question immediately arises is this to be a Government institution, or is it to be a private speculation? Looking at the known habits of England of course it must be in a great measure of local origin and local management. At the same time I think that the experiment of the arts schools, which affords one a certain criterion to go by, would justify one in saying that it would gain very greatly if it were so far organised by Government that there should be a central board or department, or something in London, with a model school, also in London, which should serve as a pattern for the rest, from which the others could diverge, and which London schools should train teachers, male or female, who on application could be had by these provincial institutions. The department, perhaps, might usefully exercise the function of inspection. Inspection should not mean interference, but only inspection. All those with whom I have talked the scheme over agree with me in thinking that a considerable part of the local governing body of the institution in each city should be ladies. There is a rival scheme of local government which proposes that there should be two committees, a ladies' board and a man's board, and that different functions should be attributed to them. That, perhaps, is a question of detail. The powers of the local board should also be strictly defined with a view to this point, which I think is vital to the success of the scheme, that sufficient freedom of action should be left to the superior of each institution. I gather that from the analogy of grammar schools, where we see that the efficiency of a grammar school is greatly due to the freedom of action which the head master has independent of the trustees. The appointment and dismissal of the teachers, therefore, should, I think, be lodged with the superior, to be confirmed, perhaps, by the board, but not initiated by them. Then comes the great question, should the central board be empowered by Government to offer pecuniary assistance? I think we should be driven to ask for that. I am speaking now from the short experience I have had in a little attempt of the kind that we made at Oxford to set up classes of this kind. As far as we have carried it yet we have made it self-supporting, but to do that we have been obliged to confine our classes to

for which there was a public demand, and that, I think, impairs the efficiency of the institution. It would be advantageous, I think, if the institution could offer instruction in subjects for which the public at present are not prepared to pay at a rate which would remunerate the teacher.

17,824. Such as what?—Without mentioning any particular subject, such subjects as without being perceived to be of immediate practical use in life would yet give a mental training to the girl.

17,825. (*Mr. Acland.*) Would you object to name the subjects?—I have myself had a German class, and I have found that for mere elementary reading of German I could get a large class of girls, quite enough to make the class pay, but that, I think, is hardly educational. The mere speaking of German is a very useful thing, but it is not educational. A language, and German particularly, may be made educational, but to make it so you would have to read a book so high and difficult that the number you could get in the class would be very small. In Oxford I could only find a very few who could join the highest class, and of course that would not pay a master without assistance. I only mention that as a specimen of the kind of subject.

17,826. Do you mean then that no subject would now be considered as paying except what is called accomplishments?—Either as an accomplishment or a useful subject. Therefore we should be obliged to go to Government to ask for aid to pay the masters, and also to sink capital in finding rooms. Very simple rooms would answer the purpose, as they are only class rooms, and as nothing of the nature of boarding is required. Class rooms and a room for the superintendent would be all that was wanted. But even a small house in such a town as Oxford would demand that a certain amount of capital, 1,500*l.* or more, should be sunk and it would be difficult to raise that. It would be impossible to raise it out of fees. You would have to fall back either upon local subscriptions, which you could hardly ask for the class of girls of whom we are now speaking, nor could you save it out of the fees. I see no other mode but to come to Government.

17,827. (*Lord Lyttelton.*) In what way could Government give it?—Then, of course, you are met with the difficulty, can Government make grants for a wealthy class? That is really a question of Imperial policy, and I can hardly pretend to make any suggestion on so wide a subject.

17,828. You mean a parliamentary grant?—I mean that this central department should be empowered by Parliament, and should by legislation have the command over the purse to such an extent, and under certain conditions that it should be allowed to sink capital, sums of money 2,000*l.* or 3,000*l.* in amount, in each city.

17,829. You were not speaking of local rates to be levied by law, but of some central grant?—That perhaps is a matter of detail. There are two difficulties in coming to Government for a grant. The first is that of finance; can you ask Government to advance money for the education of what you may call rich people? Secondly, there is the religious difficulty; are these schools to be in connection with the Church of England or in connection with no religion at all? It is the interest of all that the rich should be better trained. I was rather shy of proposing that, for I am afraid that would be said to be unpractical. The interest is so remote that people in general would not see it.

17,830. (*Lord Taunton.*) Do you think it would be impossible to apply some of the funds of endowed schools upon which girls as well as boys may have a fair claim to assist in some way to improve the education of girls?—Yes, endowments no doubt might be made available for

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the education of girls in the lower middle class, and even perhaps in the middle middle class.

17,831. (*Mr. Acland.*) Do you not think that the endowments of some of the grammar schools might be employed towards the education of the girls of the upper middle class?—I think so certainly, myself, but I hardly think that public opinion is as yet sufficiently prepared to approve of that being done. It is matter of argument, and not an obvious claim. Any locality possessing a deserted grammar school with endowed funds, say of 300*l.* a-year, would think that those funds if re-appropriated ought to be so in favour of the class next below that class which had ceased to frequent the school. That is to say, the sons of the upper middle class now go to the great central public schools instead of going to the local grammar school; thus the local school has by the operation of time ceased to be a grammar school, and is now claimed by the class next below as a commercial school or *Realschule*. That appears to me to be the condition of opinion on the subject. For such re-appropriation of endowments local opinion is prepared. It could probably be sanctioned by Parliament with the acquiesence of the locality, or even with considerable approbation.

17,832. (*Mr. Acland.*) Am I to understand that that is not the application of the funds of the decayed grammar schools which you would yourself advocate?—It is not. I would wish a claim to be put in on behalf of the daughters of the upper middle class. These endowments were left for that kind of education which may be called liberal. I would wish to see them continue to promote an education of the same character, only as the sons have deserted them, let them now be enjoyed by the sisters, who must necessarily remain at home. The endowments would thus continue to be affected to the use of the same class of society and to the maintenance of the same standard of education as that to which they were originally affected. The only change would be that they would be used by girls instead of boys. Their employment would still be eleemosynary, for they would provide for the girls an education which would be otherwise beyond their reach. For the real difficulty, it should be remembered, is that in every locality there are so few of them that they cannot combine to raise money enough to pay a good teacher.

17,833. Will you have the kindness to tell us how this scheme at Oxford for the improvement of the education of girls originated, and to what extent it has been carried?—Probably it would be known to Lord Lyttelton that something of the kind had been done by the Midland Institute at Birmingham. I think that they set something in motion before we did. Ours arose out of this practical fact, that mothers resident in Oxford complained that they could not get the teaching that they wanted for their daughters. After the son is 18 his education is still carried on for three or four years in a university, but when the daughter has outgrown the governess she has no opportunity of any further instruction. We endeavoured to form classes, but we have been stopped as I say by this difficulty, that if you can get a subject which is popular enough to attract about 15 pupils in each class, out of the fees of those 15 pupils you can offer to a competent person a remuneration which will justify him in giving up his time to it, but if you can only get a few girls into the class you cannot do so out of the fees. Now it is just the subjects for which only a small number can be got which give the tone to the whole of the rest of the teaching. You may get a class for French or German, or even for Latin, but I think you want something more. What you want is to teach such a subject, or some subject in such a way as to give something

of that mental culture which is given by the university system to young men.

17,834. Are you acquainted with the French system of courses for young ladies?—I am acquainted with something of the kind in Germany. Something of that kind has been done in Germany.

17,835. Do you think that that is a system which might be copied advantageously in England to the purposes to which you have referred?—There is a very extensive system in Germany of what they call Fortbildungsanstalten, for the further education of persons who have finished their Government education, and it is pretty nearly complete I think for the lower middle class, and it also has been extended to the middle middle class, but it has scarcely reached the class of which I was speaking; but it is almost entirely for young men.

17,836. Are there a good many young ladies who come to these classes, and do you carry the thing out to any extent?—We have only set it up since last Christmas, but it has been talked of for some time. At present we have got 39 attending the classes.

17,837. Have many persons of distinction connected with the university joined in this movement, I mean persons like yourself, connected with the university as promoting it in any way?—No; it was done by half a dozen persons, some of them ladies.

17,838. What class of society do these young ladies come from?—We have members of the families of four of the professors, the rest are the daughters of educated citizens, and others. Of the whole 39 attendants in the classes, 20 come from university families, and 19 from families not connected with the university.

17,839. They will I suppose attend pretty continuously throughout the year?—We have made our terms three in a year, in imitation of the university.

17,840. What will be the cost of this species of education during the year to a young lady?—We put the fee to each course a guinea and a half, that makes four and a half guineas in the course of a year, for each subject taught.

17,841. As far as it has gone do they seem to like attending these courses?—No doubt there is something to be deducted for the novelty of it. The novelty of it has pleased them; I think they like it very much.

17,842. (*Lord Lyttelton.*) What subjects have been taught?—As I say, we are now only in the middle of our second term, and we should not liked to be judged as to our performance or selection of subjects by what we are actually teaching now, for we are not satisfied with it otherwise than as a beginning. As you may suppose the first subjects thought of were French and German, history and Latin was added. We ventured this term to add what we have called "mental philosophy," we had doubts, at first, as to the practicability of such a subject, but it has been very well done, and though the class is not a large one, it has been most attentive and interested.

17,843. (*Mr. Acland.*) Have you done anything to introduce a more sound teaching in music?—No; we thought we had better not attempt that, we have no room.

17,844. I mean as to the laws of harmony, the superficial way in which music is now taught being one of the greatest evils of education. Have you considered that question?—Yes; if we could get a house we should be very glad.

17,845. Do you think that one of the great wants of girls' teaching?—Yes.

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17,846. (*Lord Taunton.*) Do you at all resort to the principle of emulation in the instruction of these young ladies?—No, we do not.

17,847. (*Mr. Acland.*) What have you done with regard to arithmetic, or anything approaching to mathematical teaching, or what do you propose to do?—We should like to have a class in mathematics. We think we have too much of the merely useful, in fact we look upon our elementary classes in French and German as only introductory to a better and more complete system. When we have got the pupils together we shall be ready to teach them other things.

17,848. Do you not think that the routine way in which arithmetic is taught by governesses is one of the serious defects of the serious defects of education?—Yes.

17,849. With regard to the subject of drawing, have you dealt with that?—Perhaps in giving the history of these classes at Oxford I should have said that we had begun last year with an art school, as it was the success of the art school last winter that encouraged us to engage in this further attempt.

17,850. Do you think it important with reference to the education of girls that art should be taught not as an accomplishment, but on a higher principle?—That, I think, would be very desirable.

17,851. Do you think that drawing should be taught as a general rule to nearly all girls. I am not speaking of the cultivation of high artistic genius, but simply of the art of representing form; do you think that important?—If you are speaking of a general course of education for girls of the middle classes, I think it should be made an essential element.

17,852. (*Lord Lyttelton.*) Have you introduced any branch of natural science?—No, we have not. We have not even come to mathematics. We should like as our next step to have a class in mathematics, but the number who could join in a class of mathematics would probably be so small that we could not pay a teacher for doing it.

17,853. Have you taught chemistry or botany, or any such subject?—I do not think we should think of chemistry.

17,854. But as to the simple sciences of observation, such as botany, you have not introduced them?—No.

17,855. (*Mr. Acland.*) What is your opinion as to the importance of any branch of natural science in reference to the training of girls?—Supposing you had an unlimited command of funds and were able to erect a complete course of college training for girls above 17, girls who had finished, and supposing you were to divide it in to what you may call the literary side and the scientific side, I do not think either of those would be complete without the other.

17,856. (*Lord Lyttelton.*) Under what management have you placed this attempt?—There is no organization, it is managed by those who originated it.

17,857. Are there any ladies?—There are some ladies.

17,858. Are you thinking of any more permanent and systematic organization and government?—As we have already got 39 pupils we hope that it will go on and that it will enlarge itself, and if it enlarges itself, we should endeavour to organize it on the principle I mentioned just now, of having a committee or governing body half and half.

17,859. How many teachers have you?—We have only those five classes, French, German, history, Latin, and mental philosophy.

17,860. You are able to pay them?—Out of the fees.

17,861. (*Lord Taunton.*) I suppose in Oxford you have particular

advantages in the way of obtaining very competent and superior masters in the different branches of instruction?—Yes; after the financial difficulty that would be the great difficulty in any other town except London, or a university town. In Manchester, or in a town like Brighton, or Cheltenham, where there are good grammar schools, it might be done, but I think it would be difficult in other places.

17,862. In an ordinary country town there would be considerable difficulty, except at great expense, in procuring competent masters?—Yes.

17,863. (*Mr Acland.*) Would not that right itself in proportion as the education of the male sex in the middle classes develops itself?—No doubt.

17,864. (*Lord Taunton.*) Are there any other points with reference to this subject as to which you are disposed to favour the Commission with your opinion?—I have gone into the details of the teaching, whether the teachers of girls should be women or men. That is certainly a disputable point, and I do not mean to say that a decided opinion can be given one way or the other, but I think the age of the girls makes a good deal of difference with respect to that, for instance, for girls under 16 or 17, probaly a female teacher is better, nor is it necessary to have a male teacher for young girls. Women can be found who are perfectly competent to teach the elementary subjects, but when you come to a really educational subject and to have that taught in an educational way, not merely for the sake of teaching the thing, but for the sake of improving the girl, then perhaps it would be difficult to find women sufficiently competent, at least at present.

17,865. (*Dr. Storrar.*) You make that remark in view of the present state of defective education amongst females?—Yes.

17,866. The time might arrive when the question might be more open than it is now?—Yes.

17,867. (*Mr. Acland.*) Is it your opinion that periodical examinations of the colleges should be held, and should they be conducted by government examiners, or by university examiners, or by whom?—I must say that I am strongly against public examinations for both girls and boys after a certain age, if they can be done without.

17,868. You have had some opportunities of observing the effect of systems of examination which have been set on foot lately, what judgment have you formed as to their effect or tendency?—I think the Cambridge examination for girls has had an excellent effect in awakening the schools, and directing public opinion to the great defect of those schools.

17,869. Is it your opinion that the effect of those examinations and also of the examinations of both universities for boys is more direct in calling attention to deficiencies than as a permanent means of guiding the education?—I think there is a point in the history of the examination movement when the evils of the examination begin to overbalance its advantages; that is the point when an organized system of preparing for these examinations is brought to bear upon the examination, when that point is reached then I think the evils of the examination become very great.

17,870. In making that statement are you confining yourself to what are called local examinations, and how do you draw the distinction between the effect of those examinations and the effect of the university examinations of undergraduates on the teaching given in the colleges?—The standard of the middle schools was so deplorable that the movement was very much wanted and has done a great deal of good in giving a shake to the whole system. But, now I think that has been

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done, and if the examinations are continued many years the whole organization of the school will be modelled not on what is best to be taught or on the best mode of teaching it, but on the examination given, that is, the school will follow the examination, and not the examination follow the school, and when that has taken place, then I think the examination will have lost its advantages.

17,871. Does not that principle, broadly stated, apply to university examinations, and seeing that we can hardly dispense with them, can we draw any other conclusion but that examinations are more or less a necessary evil?—I am afraid that examinations are almost a necessary evil, in the universities at any rate a man would be thought a Quixote who proposed to dispense with them as things are at present. But I have seen so much of the evils of examination in the university, an evil which is yearly increasing in proportion as we perfect the examination system, that I should be sorry to engage female education, which is now at its beginning, in a system which will bring with it what we see it has brought with it in the case of boys.

17,872. (*Lord Lyttelton.*) Do you think it is an inevitable evil, that the schools will follow the standard of examinations; might not the examinations be so conducted as to turn that into a good?—I have examined for the Indian Civil Service and I may say that the whole effort of an examiner for the Indian Civil Service is to defeat the system which is being set up about London of getting up boys to pass the examination, but I really do not think that the examiners are very successful in defeating it.

17,873. (*Mr. Acland.*) You think the cram is too strong for the examiners?—Yes.

17,874. Are we to draw the conclusion in reference to female education that you would rather trust to the indirect effect of raising the standard of culture among men, coupled with opportunities for girls, rather than to any direct examination of girls?—I would dwell very hopefully upon one difference which I have observed between dealing with boys (I was a college tutor for many years) and dealing with girls, that whereas you had in some measure to drive the boys and to make them learn, the girls come to you and want to learn.

17,875. (*Lord Lyttelton.*) Do you think there are special disadvantages in a system of public examination for girls, from their constitution mentally or physically?—I have no means of knowing that myself, but I see that the evidence of experienced female teachers is against such a supposition.

17,876. Do you think that the objections are of a general kind; that they apply to boys as well as to girls?—I do not lay any stress upon what are called the physical or moral objections. Whether they exist or no I cannot say; I rest my objection to it on the tendency of the examination to defeat the good of the previous education.

17,877. (*Mr. Acland.*) On what principles would you say that the studies of girls should be regulated with the views which you are now putting before us?—I have divided that in order to have a division, and I have classified it under the three heads of general training, special studies, and accomplishments. Speaking of the class of girls above 17 of the upper middle class who want for themselves something which shall reach the mind and character, of course the thing of importance for that class is the first head of general training. I do not think it matters what particular subject you teach them, provided you teach them that subject, and shew them how to learn that subject for themselves in a thorough way, in a way that would call out something like the higher intellectual faculties. Almost any subject may be used for

the purpose. Get it recognized by girls and by women that the object of education is not to teach this or that, but to improve the person, to make the woman more of a woman.

17,878. What is the effect of the minds and tastes of young men on the girls themselves as things now are. Many of the young men of the present day are becoming very much devoted to amusement, and disposed to find amongst girls amusement, perhaps, rather than interchange of culture. What is your view on that subject?—I think what I hear, if I may go by what I hear from a few girls of better education, they represent that the frivolity of the society into which they are thrown is such as to be distasteful to themselves; that they are obliged to join in it because they must do as others do.

17,879. Are you speaking of the frivolity of the conversation amongst women, or of the frivolity of conversation between women and men?—Between women and men.

17,880. Do you think that the tendency of the present day is for the brothers to discourage the mental culture of their sisters?—I hardly think that in the upper middle class. I think, as I said just now, that in the middle middle class there is a coarseness about the man which makes him absolutely dislike cultivation.

17,881. Do you not think that in the upper middle class there is often a greater amount of mental culture than you will find in large portions of the class which is socially above them?—That would be a very difficult question for me to answer.

17,882. Do you think that the enormous accumulation of wealth at the present day is favourable to the advancement of female education in the form that you suggest, or that it places any difficulties in the way; and, if you think that it does place difficulties in the way, can you suggest how to remove them?—The uses of wealth by the upper middle class are certainly connected with the level of education in that class. I think the mind of young women in that class is a good deal taken up and diverted from mental improvement by the vast variety of channels that are opened to them simply by money, and not opened by manners or education. In respect to accomplishments in such institutions as I have been proposing, of course accomplishments, properly so called, would not find a place; but that is not because we at all wish to have it thought that we speak contemptuously of accomplishments in women; on the contrary, grace and refinement of manner are objects to be aimed at; and I do not think the kind of training which the institutions I propose would give would at all interfere with the development of feminine grace; on the contrary, I think a refined mind is the source of a refined manner.

17,883. (*Lord Taunton.*) I believe you have turned your attention to the education of girls of this class in Germany?—Yes.

17,884. Will you have the kindness to state to us any provision which is there made for girls under similar circumstances to the girls at Oxford to carry on their education after they have left the usual schools?—Nothing has been done, as far as I am aware, in any German country for a class corresponding to our upper middle class, but there is an almost complete system of what they call improvement institutes for boys. Attempts have been made to carry it out, also for girls of the lower middle class, that is to say, for the daughters of small tradesmen and prosperous mechanics. In Prussia and in Saxony there is a complete network of these institutions spread over the whole of the country.

17,885. Do you mean in the rural districts as well as in the towns?—In the towns and in the populous districts they give their lessons

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out of working hours, either in the evening or on Sundays. In the districts where the population is thinner and poorer it is almost confined to a drawing school. They range over all the interval between a district where nothing more of the kind can be maintained than drawing lessons in the evening and Berlin, where there are three improvement institutes, each giving a complete course of middle-class instruction in eight classes.

17,886. (*Mr. Acland.*) Are you speaking of girls?—The system is only fully at work for boys, it has only partially been done for girls, and it has not been very successful. The great difficulty is that they cannot go out at night, and it is at night that it must be done. Then they do not like giving up the Sunday. The boys will give up the Sunday, but the girls cannot, so that it is more difficult to do it for the girls, but attempts have been made in various countries, and at Stuttgart, I am told, though I have not seen it, there is a tolerably complete system for improvement of girls.

17,887. (*Lord Taunton.*) Are these schools gratuitous?—I believe the plan of payment has been found universally in Germany for all schools to be superior to the gratuitous plan. It has been found absolutely necessary even in the poorest districts to impose a fee however small.

17,888. Are these institutions instituted and managed by the general government, or by any local government?—The Berlin schools, which are the three best schools of the kind that I have seen, are managed like other schools in Berlin, by the municipal authorities, subject to the inspection of the provincial inspector.

17,889. The provincial inspector being under the direct control of the government itself?—Yes.

17,890. (*Mr. Acland.*) Supposing it was decided by Parliament that inspection was desirable, but that it was not desirable to centralize the whole in a minister of Government, do you think that the universities could supply inspectors with a certain degree of qualified responsibility, subject to a general control of the Government?—If you mean that persons who are present employed in the universities could add that to their other duties, I think it would be very difficult.

17,891. Do you think the universities would be disposed to make an effort, which would probably be a considerable effort, for the sake of conferring a great benefit on the middle-class education of the country, to provide incomes for qualified inspectors appointed by themselves with some general subordination to the Government of the country?—I am not authorized to make any statement on the part of the university.

Adjourned.

M. A. Roche.

M. ANTONIN ROCHE, being unable to give evidence, sent the following answers to eight questions put to him:

1. I have had classes for young ladies four years in Paris and 30 years in London. No such classes existed in London 30 years ago. There was a strong prejudice against them, and for the first 10 years I had only a *succès d'estime*; the pupils increased very slowly. Now I have three establishments, and the classes are very well attended.

2. The defects which I have observed in my pupils as the result of their previous education are, a want of grammatical knowledge, even in English, and an indistinct pronunciation in the mother tongue. Every-

thing is done by memory with abominable books of exercises and keys for grammar, of questions and dry answers for history, geography, and astronomy. There is very little development of intellectual faculties. In my opinion, the negligence of English grammar and literature is the greatest defect in the education of young ladies, the highest society included.

3. These defects I attribute to the ignorance of the teachers. The same governess, generally English, German, or Swiss, is engaged to teach French, English, German, Italian, music, drawing, &c. Very few know their own language grammatically. Literature is out of the question, although it is the only way of teaching the genius of a language. A person obliged to teach so many branches of instruction may know a little of everything, but nothing thoroughly.

4. The remedy is to have each language taught by natives, and to have each branch of knowledge taught by special teachers, which can be easily done in classes, as useful to governesses as to pupils. But the proper conducting of a class requires many qualities in the professor, otherwise few pupils attend it with profit.

5. With regard to the nature of the instructions which I give, I may state generally that I teach grammar, literature, history, geography, political, historical, and physical, and astronomy, through the medium of the French language, to young ladies between the ages of 6 and 18.

6. As to the method of teaching which I adopt, it would be difficult to give an idea of my system; suffice it to say that it is *practice enlightened by theory*, and that the lesson is a kind of conversation between the professor and the pupils, each pupil answering in her turn, and asking any question she pleases. The object is to develop the intellectual faculties, and to keep up the attention and the interest of the whole class during the entire lesson. Each answer is paid by a counter, and the highest number of counters gets a card, called a *présidence* and a *sous-présidence*. Emulation does wonders.

7. I believe classes might be established with success in every part of London, and in every town. I have been invited to form classes in Dublin. I had formed one in the Crystal Palace, and it was succeeding, when I was obliged to give it up for want of time. Many of my pupils come from the environs of London, as Sydenham, Richmond, Hampton Court, Windsor, Watford, &c., where classes would succeed.

8. I am sorry to say that in London teachers of languages are rewarded neither by adequate income nor by consideration. The prejudice against the profession is such that for the last 20 years I have found it impossible to induce an Englishman, well versed in his own language, to take charge of a class and to teach grammar to young children, and literature to more advanced pupils. Every one is afraid of losing his standing in the literary world. I only found men who give their lessons with books, and it was always a failure. The fact is, that a professor is not treated by the parents of his pupils in London as in Paris. As for money, a teacher of languages gets five or six shillings per lesson, whilst people pay a guinea to a singer, to a pianist, to a dancer, who, excepting some true artists, often have only cultivated their throat, their fingers, or their feet. It is true that the most part of the teachers deserve their fate, but that fate, which is the same for every one, prevents more able men from teaching.

Tuesday, 3rd July 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
THE DEAN OF CHICHESTER.
REV. FREDERICK TEMPLE, D.D.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON IN THE CHAIR

DEPUTATION FROM THE TOWN OF BIRMINGHAM:—

EDWIN YATES, Esq. (Mayor); MR. ALDERMAN HAWKES; MR. Alderman RYLAND; GEORGE DIXON, Esq.; W. L. SARGANT, Esq.; Rev. Canon MILLER, D.D.; Rev. W. GOVER, M.A.; Rev. R. W. DALE, M.A.

DEPUTATION FROM THE GOVERNORS OF KING EDWARD'S SCHOOL:—

Deputations from Birmingham.

Dr. LLOYD (Bailiff); Hon. and Rev. G. M. YORKE; J. W. WHATELEY, Esq. (Secretary); Rev. C. EVANS (Head Master).

E. Yates, Esq.

EDWIN YATES, Esq., examined.

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17,892. (*Lord Taunton.*) I believe you wish to make a short preliminary statement upon the subject of King Edward the Sixth's School at Birmingham?—It devolves upon me, my Lords and Gentlemen, as Mayor of the borough of Birmingham, briefly to state to the honourable Commissioners, on behalf of the municipal council of the borough, their claims to have a share in the administration of that most important charitable trust, the free grammar school of King Edward the Sixth in Birmingham; and in doing so I have thought it desirable to refer to the year 1842, when an application being made to Parliament by the governors of the school for a Bill to enable them to raise by way of mortgage monies for the payment of certain debts incurred, and the necessary expenditure of the school, the town council sought the introduction into the Bill of three clauses, viz.: 1st. That five additional governors of the school should in future be appointed by the council; 2nd. That the charity accounts should be annually audited by the bailiff of the governors and the borough auditors; and 3rd. That the benefits of the charity should be extended throughout the borough, and particularly to the hamlets of Deritend and Bordesley, and Duddeston cum Nechells, where elementary schools were much wanted. The Committee of the House of Commons, to which the Bill was referred, rejected such reasonable propositions. A majority of the members of the Committee were disposed to extend the benefits of the charity throughout the borough, when the funds enabled the governors to do so, and a clause to that effect was prepared, and would have been agreed to provided such clause would not have impeded the Bill in its progress through the House of Lords. In the Birmingham Improvement Bill of 1861, promoted by the town council, was a clause proposing to make the mayor for the time being for his year of office and for one year afterwards an *ex officio* governor of the Free Grammar School, notwithstanding he might be otherwise disqualified by the constitution of the school; but it was decided by

the Select Committee on Standing Orders that the notice given of the intention of the council to apply to Parliament was insufficient to enable the council to comprise such an object in the Bill. The memorial to the honourable Commissioners adopted by the council, in 1865, prays: That, for the better and more open and responsible management of the school the nomination and election of the governors should be by the Council of the borough of Birmingham, and that the number of governors should be increased to 21, *nine* of whom should be elected from the members of the council, *six* from the magistrates on the borough commission of the peace, and *six* from the inhabitants of the said borough generally, and that one-third of the whole number of governors should go out of office every second year. The memorial further prays that the objectionable practice that now prevails of admitting boys to the school upon the nomination of individual governors may be discontinued, and that the governors should exercise the duties of their office in their collective capacity only. The governors in their memorandum respecting the constitution and administration of the Free Grammar School just issued, having expressed their opinion that the present system of direct nomination by individual governors should cease, and that the nomination should, instead, be made by the board at one of their meetings, also having during the last 12 months published the statement of the governors' accounts after being examined by public auditors (beyond making this imperative) the points of difference between the council and the school are materially diminished, and I have chiefly to urge that the town council, as the representatives of the people of Birmingham, should have some voice in the election of governors and in the management of the school, and to express an opinion that agitation on this subject will not cease until this object is attained. At the present time the town council has under its control a variety of public institutions, which are efficiently managed, and to the satisfaction of the public. Some of these institutions are of a kindred character. They have a central free library and gallery of art, a district free library and news room, and in a few months will be opened for the free use of the public, a second and a third district library, with news rooms attached to each; the cost of these establishments being defrayed by a rate of 1*d.* in the pound, which yields nearly 4,000*l.* per annum, the entire disposition of which is in the hands of the council. By the Midland Institute Act, the mayor for the time being, and four members of the town council annually chosen by that body, are constituted members of the council of the institute, an establishment founded for the advancement of science, literature, and art, which tends to cement a good understanding between them. By an order of the Court of Chancery, the mayor for the time being, and five magistrates of the borough nominated annually by the town council, are appointed with others trustees of the estates of Piddock's charity, the trust fund of which is appropriated in certain proportions for the education of pupils in the industrial school, the Lancasterian school, and the national school in Birmingham. As regards the negotiations for the purchase of property between the town council and the governors of the school, no danger could arise to the interests of either body if some of the governors were members of the council, for the purchases of all lands by the council from the governors are necessarily made under the compulsory clauses of the Lands Clauses Act, with the due operation of which neither party could interfere; it is only on rare occasions that such negotiations occur. I now lay before the Commissioners a statement of the heads on which the general purposes committee of the town council desire to lay evidence before the Commission. The

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town council referred the matter of this inquiry to that committee, and they have acted in conjunction with an association formed in the town for a reform of the grammar school, comprising many of the leading and most influential persons in the town. The names of the witnesses who will speak to these points of evidence will be found at the foot of the printed document.

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The Rev. Canon MILLER, D.D., examined.

17,893. (*Lord Taunton.*) We will now take the first of the proposed heads of evidence, which is with regard to the election of governors, "that the governors are self-elected." I believe you desire to give some evidence on that point: I will first ask you what situation you hold with reference to Birmingham?—I was rector for nearly 20 years of the mother church of the town, and for a considerable portion of that time a governor of the free school.

17,894. (*Lord Lyttelton.*) Till a very recent period?—Until May. I may state that I attended almost every meeting of the governors, I believe, without exception. I was, I think, as regular at the board as any of the governors, and I was also a member of the school committee, which has really and truly the management of all the educational department of the school, as distinguished from questions of finance. Do I understand that you wish me to make a statement or to answer questions?

17,895. (*Lord Taunton.*) We are ready to hear anything that you have to say under that particular head of inquiry?—I would wish to state emphatically to the Commissioners that I believe the point upon which I am asked to speak, is the point of all others which is important in the present inquiry. I believe there is no point in connexion with the school upon which the feeling is so strong in Birmingham, and which, if it were satisfactorily settled, would go so far to quiet the minds of those who are at present dissatisfied. The objection which has been taken for a great many years, and which is by no means of recent growth, as far as my knowledge of Birmingham goes, is the principle of close and un-modified self-election. The effect of this principle of self-election has been, that the members of all nonconformist bodies have been practically excluded from the government of the school, though there is nothing whatever in the charter, as far as I understand, to prevent a nonconformist from being elected. There is nothing in the Act of Parliament to that effect, and it has been merely practice. The result has further been, that no member of the town council has been upon the board of governors. The result has further been, that no gentleman who has ever been elected, either to represent the borough in Parliament, or to represent the county, with one single exception, and that the exception of a very strong Conservative, has ever been chosen by the governors in modern times to a seat at the board. I mean by that to imply and indeed distinctly to convey to the Commissioners, that we have this practical anomaly rankling in the minds of the people, that the present system works in such a way as to exclude from the government of this trust a vast number of the most intelligent citizens, and some citizens, I am bound to say, who have taken the lead in the work of education in the town. I mean, gentlemen of the nonconformist body. And the effect has also been, and this is also rankling in the minds of the people, to shut out from the government of this school, almost all the men, who, by popular suffrage, either as members of Parliament or members of the town council, had been called to posts of dignity and influence, and who are thereby seen to

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possess the confidence of their fellow citizens. I may say without any exaggeration that I am quite sure, from my own knowledge, that there is a very deep seated grievance in the minds of many people in Birmingham, and that they do feel that the board should be thrown open. The objection which has been taken to destroying this principle of self-election with regard to the Corporation has been partly alluded to in the statement made by the Mayor, that in all questions of negociation between the town council and the governors, there might be some difficulty on the part of any town councillor who was sitting at the board, that he might have conflicting interests to attend to and to serve. With regard to nonconformists, I am not aware that there has ever been any other feeling at the board than that it is a Church of England school, and that if dissenters were once admitted, the governors would hardly know where they would stop. It is urged that there might be difficulties introduced into the conduct of the school. Now the great disadvantage of the present system with regard to the Corporation appears to me to have been this, that we are all cognizant,—I think I may assume that those gentlemen who are here to day on the side of the governors, are all cognizant;—of the fact, that it would be most important, if possible, to get a new scheme for the school, that the Statutes want consolidating, and that before the school can be got into working order to meet the requirements of the age, you must have an Act of Parliament. This is a point to which I particularly desire to call the attention of the Commissioners. I think all will agree that the school never can be made what all desire to see it, without an Act of Parliament. The difficulty is this, that the governors have been, to my knowledge, for years deterred from going to Parliament for things which they themselves believed would be most advantageous to the school, upon the ground that they knew that the moment they got into Parliament, they would have a very costly opposition from the town council; that they would endeavour to assert their views and get reforms introduced, so that the governors have been deterred from seeking at the hands of Parliament the reforms which they themselves think most desirable, and upon which probably they would be substantially unanimous, from the apprehension that they would be fought by the town council in reference to those grievances. This has really been very detrimental to the interests of the school. I have no hesitation in saying that I believe, if it had not been for the fear of this contest with the Corporation, a great many most useful reforms would have been introduced into the school, and it would have even been more effective than it is now in certain respects, with regard to the alterations which might be suggested. Of course it is obvious, that if the principle of self-election is altogether abandoned, some constituency must be sought for by which governors are to be elected, and I must frankly own, after having, given the most careful attention to the subject, that I do not see exactly where such constituency is to be found. My impression is that the system of self-election should not be altogether given up, but that it should be modified. In the first place I frankly say, in the presence of the representatives of the town council, that I should be totally opposed to its being given entirely over into the hands of the town council, and, from my knowledge of Birmingham and of the school, would prefer that everything should remain as it is now. I do not believe that any large body of intelligent citizens in Birmingham desire that the school should be given into the hands of the town council absolutely. While I have the profoundest respect for the intelligence of the town council in their proper department, I do not think a popularly elected body of that kind would be the best managers of a great educational establish-

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ment like this, particularly in its educational department, as distinguished from the management of its estates and revenues. I should say that it would be most desirable that the town council should have a voice in the management of the school, because I think that, however well the school may have been managed in times past, and however admirable the board may have been for the most part, it is an anomaly which we can hardly hope to see satisfactorily submitted to in the present day, that not one man who has been put into this position of trust and influence by a body of his fellow citizens in Birmingham should ever be admitted to the government of such a school as this, for although, as I have said already, there is no law excluding either town councillors or nonconformists, this is the way in which it practically works. The principle, therefore, which I would venture to submit is that which has been once endorsed by the governors, but I grieve to say since rejected, and that is the principle of a modification of self election. The plan which some of us ventured to suggest was carried at the Board of Governors by a very considerable majority, and I can only grieve to learn since I left Birmingham that this ground has been retraced, and that the promise which has been held out virtually that some reform should take place in this respect, has thereby been altogether thrown aside.

17,896. What is the occasion to which you allude; is it very recently?—It was simply this, that at the commencement of last year, on my motion at the board, a committee of governors was appointed in order to inquire into the whole state of the school, and as the result of that committee a report was drawn up with certain recommendations. I am not revealing any confidence, because thus much has been in the newspapers at Birmingham. I am merely stating what has actually been published in the papers, and therefore I do not feel that I am acting dishonourably in stating that that committee did distinctly recommend a modification of the principle of self election, and that was carried at the board of governors by a very considerable majority.

17,897. What precisely was that modification?—The modification was, that a certain number of nonconformists, and a certain number of town councillors, should sit at the board, and no more. There were to be four town councillors, and no more, six dissenters, and no more, and there were to be a certain number of graduates.

17,898. How were those town councillors and dissenters to be selected?—The town councillors were to be selected by the governors themselves, and the nonconformists also.

17,899. (*Mr. Baines.*) Out of how many governors?—The proposal, if I recollect right, was to increase the governors to 24, there being 20. I wish to state to the Commission, that I should feel a difficulty in mentioning this, because I was cognizant of it, as having drawn up the report of the committee; but the matter has been distinctly stated, I know not how, in the Birmingham papers, and has become a matter of notoriety, therefore I do not see why there should be any delicacy in mentioning it.

17,900. (*Lord Taunton.*) As I understand you that proposal was rejected by the body of the governors, after having been recommended by this committee?—It was adopted by a large majority of the body of Governors so far as this section in the Report went. The Report as a whole has never been finally adopted, but it has since been altered.

17,901. (*Lord Lyttelton.*) Is it the memorandum which we have here?—No, the report has never been made public. Of course the obvious objections to that course were, that it was urged that it was

an insult to dissenters to elect them as dissenters, that if they were put on *qua* dissenters, and the words "four or six, and no more" were added, it would be a great grievance to dissenters. We felt the weight of that. It was also urged that "so many town councillors and no more" would be a grievance, but I believe I may say that the difficulty was most embarrassing upon all our minds, to know how to get a satisfactory board without throwing up the principle of self-election absolutely and entirely. We did not know how to get a satisfactory Board. If, on the one hand, we said we will just elect Dissenters as vacancies arise, and make no law about it, which would have been a very simple practical and common sense view apparently, the difficulty would have been, that the town would have had no security. The town might have said, and I am sure would have said, "You have done this under the pressure of a little agitation at the present moment, but we have no security that this will be done in time to come;" therefore, that did not seem a desirable plan. And then, on the other hand, looking at it from what I may perhaps venture to call the Conservative side, there would be no limit in that case to the admission of dissenters; those who were afraid of having the school ultimately brought under the government of dissenters would have felt that there was no limitation at all.

17,902. (*Lord Taunton.*) You will understand, that in putting any questions to you, I am not expressing any opinion, but merely want to understand the views entertained by those who agree with you. What would have been the objection in your mind to allowing the town council to choose a certain number of these governors without imposing any other condition upon them, and letting them choose town councillors or dissenters, whoever they liked, and only a certain number?—I do not know that there would have been any serious objection to that; it was thought that we should secure to ourselves more respectable colleagues, and that we should be much more likely to choose the men who were distinguished for their public services, and who were strong in the department of education. We thought, perhaps, there might be little cabals and cliques in the council, which would not so readily secure the election of suitable men.

17,903. I believe it would be more convenient to you, that we should now proceed to take a point which does not come immediately in order here, but upon which you are prepared to speak; I mean the question with regard to the night schools. I find the objection stated in these words, "There is a large number of young persons of both sexes who can "attend school in the evenings only. No provision is made in the "grammar school for them. Much good would result if night schools "were established." Perhaps you would have the kindness to make any statement which you are desirous of making to the Commissioners upon this point?—I am sure, with the present Commissioners, it would be unnecessary for me to state, that owing to the great pressure of the labour market in Birmingham, and in similar towns and districts, the children in our national and parochial schools are taken away at a very early age; and, indeed, looking at the day-school instruction, the average school life of a child is very brief indeed. I may mention as a fact that some years ago I was asking one of the most effective and successful clergymen in Birmingham, in the matter of parochial education, what was the average amount of school instruction that a child passing through his national schools obtained; and Mr. Cockin, the rector of St. George's, stated to me that he supposed it was about one year and a half, including holidays, and absences, and the various interruptions of school

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life. Some years afterwards, I asked him whether he was prepared to stand by that statement, and he said that the average school life of a child had become far less. I have, therefore—I lay no claim whatever to originality in this matter—in common with a large number of persons interested in the education of Birmingham, become thoroughly convinced, that if our children are to receive anything worthy of the name of education, we must have effective night schools. I am not at all blind to the fact that night schools are a necessary evil. On that, of course, I do not wish to detain the Commissioners. I am merely speaking as a matter of fact, that if our children are to learn anything, they cannot learn it at the day schools; they do not stay long enough. Now, with regard to night schools, a considerable number of the clergy in Birmingham, and I believe nonconformist ministers, have endeavoured to found night schools. Some years ago so strongly did I feel on this subject, that I ventured to print and publish a letter to the then head master (Dr. Gifford), in order to ventilate the subject, and bring it before the governors and the town, and in that letter I incorporated the answers which I had received to communications addressed to the clergy, in reference to their experience of the class of night schools in their parishes. The testimony from some of the most excellent clergymen in Birmingham was unanimously that night schools were essential, but that night schools in their hands were, sooner or later, a failure, and for these reasons, that they could not secure the continuance of well qualified and effective teachers. They could, perhaps, under the pressure of novelty, get up a night school now and then, and it would last for a while, but we all felt that we wanted teachers just as competent, and just as well trained for the work, and therefore just as well paid in proportion as we wanted for the day schools, and it did occur to me that as one of the most valuable parts of the foundation of King Edward the Sixth is, (owing to modern legislation)—a number of most admirable elementary schools, in which the children, boys and girls, are receiving an education superior to that of almost any parochial and national school in England, I suppose—and those rooms are not wanted at night, it did appear to me, that, situated as they are, in densely populated parts of the town, it would be a great gain to the education of the town, and cause very little cost and very little trouble if we could have those rooms opened in the evening for night-school instruction, and that if the Governors were to pay proper teachers and provide proper books, it would be as ready a means of extending the benefits of the foundation to the lower classes as anything which I could venture to suggest. I still am of opinion, that although there would be some little difficulties in detail, of too trifling and too practical a nature to trouble the Commissioners with, that the opening of these schools would be one of the greatest boons which the Governors of this foundation could bestow upon the town of Birmingham.

17,904. (*Lord Lyttelton.* You say that it would be objectionable on the part of those whom you represent that such an arrangement as this should be made; that the present body of governors, still appointed on the principle of co-optation, should be bound by law to appoint a certain number and no more of town councillors and also a certain number and no more of dissenters?—That was the objection alleged against the scheme which the committee recommended to the governors.

17,905. Those whom you now represent would not be satisfied with that arrangement?—I have no means of knowing that. I conceive that probably many of them would regard it rather in the light of the

past, and look upon it as a great concession as compared with what has been the practice; it would be a great concession, because there are none now.

17,906. Does it occur to you that, keeping the principle of co-optation, that suggestion would be looked upon more favourably if the words, "and no more," were removed, so that the provision would be this, —that the governors would be bound to appoint a certain number of town councillors and dissenters as a minimum; not to appoint no more, but to appoint that number certain?—No doubt; but then the objection comes from the other side, it comes from what I have ventured for distinction's sake to call the Conservative side. It would then take this form, "We have no security that this shall remain "practically a Church of England school. We have no security that it "shall not be put ultimately into the hands of the town council." I am merely stating the objection.

17,907. You do not allege that there would be an objection felt to that proposal on the part of those who represent the town?—On the contrary; of course that is the very thing to be desired, unless there be any who wish it given over into the hands of the town council altogether, who will of course speak for themselves presently.

17,908. Or of any other constituent body?—As far as I know Birmingham, I do not think there is any strong desire to interpose any other body than nonconformists or the town council.

17,909. You do not press the general principle of election of the governors by representation, and the surrender of the principle of co-optation?—Certainly not, because I do not think that, as an abstract question, the town council can claim representation. I do not think they have a claim for representation upon abstract grounds, looking at the original foundation of the school. I do not base my opinion, as I venture humbly to offer it to the Commissioners, upon the abstract notion that the town council have a right to representation.

17,910. Nor the town generally?—No; I do not base it upon that.

17,911. With regard to the night schools or evening classes, which I apprehend mean the same thing?—No, the Commissioners will kindly distinguish between those two things. I have had the great disadvantage of seeing that memorandum to which your Lordship alluded this morning very hastily, and the Commissioners will kindly bear in mind, that evening classes at King Edward's school, the central school, are one thing, they are for carrying on the school life of those who have been at that school, or probably others who might wish to join evening classes. Mine would rather be for the lower classes, for those who have had no connexion with King Edward's school at all, simply using them instead of building other rooms, and I am sorry to find, as far as I have been able to look at the memorandum, that the night schools are gone, but the evening classes remain.

17,912. (*Dr. Temple.*) As I understand you, there is no complaint that the present board of governors have not managed the school well; there is no complaint that the interests of the school have suffered in consequence of the present principle of electing to the board?—Not at all. I think it was distinctly stated by Mr. Recorder Hill in an address which he delivered when he headed a deputation, that it was to a great extent a question of sentiment. There is no complaint made. I am asked the question, and therefore I am bound to answer honestly and unreservedly. I think there have been instances in my time in which the town has not endorsed by its voice the election that has been made. There has been no absolute objection to any gentlemen elected, but there have been instances in which the town has rather felt that that was

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not the right man, that considering whom they had to choose from they ought to have chosen some one else.

17,913. That is part of the same feeling of sentiment of which you are speaking, that does not at all imply that the school in consequence has not been so well managed?—I believe it is generally conceded in the town that the school both pecuniarily and in other respects has been well managed. I think that is universally conceded.

17,914. There is a very general objection made by nonconformists in almost all cases where it is proposed to associate them with the members of the Church of England, that they dislike to be expressly named as nonconformists; it has been called ticketing dissenters on the back, and other phrases have been used to imply that the nonconformists do not like it. Do you conceive that there is no such objection in Birmingham, and that they would be willing to be elected under that express title as nonconformists?—I can only answer as I answered Lord Lyttelton, and that is, I think in Birmingham the thing would not be viewed as an abstract question, in this case it would be viewed in the light of the past, it would be viewed as a concession made. Whether the more advanced dissenters and the more advanced liberals would not look upon it as a mere stepping stone for something else, it is not for me to say, but I think the feeling is that it would be a great concession, that they would gain a great deal, and they would rather take this as a compromise than have nothing, but I have no question that there would be that feeling if it were taken up as an abstract question.

17,915. Would there not be some reason to fear that the satisfaction it would give would be only temporary?—I cannot shut my eyes to the fact that I do not think such a change would be permanent. I should not consider that this was a thing which would last for ever.

17,916. (*Mr. Baines.*) You mentioned Mr. Cockin, the rector of one of the parishes in Birmingham, and you said his opinion was that the average term of day school education was only about a year and a half. Of course that is in the humbler classes, and lately it had become even less. Did he mean that it was a year and a half in any particular school, or a year and a half the whole school life in a variety of schools?—He was talking only of his own school.

17,917. Did he mean the length of their continuance in that school, or the length of the schooling that those boys might have altogether in his school or any other school?—I could not answer that question, because I am not aware whether he took any means to ascertain what amount of schooling they had had elsewhere. My impression is that he was only speaking of his own school.

17,918. I am afraid that you must be willing not to attach any importance to that statement, because the point upon which you acknowledge you are ignorant is so all important that it entirely destroys the value of the statement you make?—My statement does not rest upon Mr. Cockin's evidence only. I was merely quoting Mr. Cockin as one whose name would have weight with those who know him. My own opinion and experience of Birmingham is most distinctly that, and that it even affects the very school about which the Commissioners have met this afternoon; that the great hindrance to education practically in such a district as Birmingham is the demand of the labour market, and the fact that people will take their children away from school before they ought to do so.

17,919. (*Mr. Erle.*) Does it happen to be within your knowledge as matter of fact whether any member of the municipal council is among the governors or has been among the governors?—Never.

17,920. Has there been any practical exclusion by any resolution or anything of that sort?—No.

17,921. Is it merely accidental that there has been no member of the municipal council?—I think there has been a feeling on the minds of some of the governors that it would be undesirable to have a member of the town council, and that there have been those with whom the fact of a gentleman proposed being a town councillor would have been practically a disqualification. I do not say that with regard to all the board by any means.

17,922. On the other hand, is there no instance of a governor of a school having become a member of the municipal council subsequently?—Not one that I remember; certainly not in my time.

17,923. (*Mr. Acland.*) Putting aside past discomforts in point of feeling, could you state your own opinion at the present time without reference to abstract right but on mere grounds of general expediency, what would be the best way of giving reasonable representation to the town of Birmingham, including dissenters?—I am bound to say, having considered that matter most anxiously in committee for weeks and heard it discussed from every possible point of view, that though I do not think the scheme perfect, the scheme suggested by that Committee was on the whole the best. None of us thought it perfect; I do not think it perfect myself, but I confess I do not see a better.

17,924. That plan, I think, went upon the ground of selecting a certain number of dissenters and town councillors in that character?—Quite so.

17,925. When you said that it is admitted on all hands that the school is well managed, I presume we are to take those words with considerable qualification, because there are many objections on details of the management, are there not?—I meant in the first place that there has not been the slightest allegation brought against the integrity of the governors with regard to the administration of the funds, and also that generally speaking it is acknowledged that of late years the Governors have in many respects, at any rate, met the requirements of the town.

The Rev. R. W. DALE, M.A., examined.

17,926. (*Lord Taunton.*) What situation do you hold in connexion with the town of Birmingham?—I am minister of the oldest and largest congregational church in Birmingham.

17,927. I believe you are desirous of making some observations to the Commissioners with reference to the points on which Dr. Miller has already addressed us?—I have been requested to say something on those points, and shall to some extent travel over the ground which Dr. Miller has touched, but I shall repeat him as little as possible. As the minutes of our evidence show, there is a very strong objection in Birmingham to using the social influence and prestige connected with the administration of a great public trust, in the interest of a particular political and ecclesiastical party. That very few of the governors have been liberal politicians for a great many years past, Dr. Miller has already indicated; that Birmingham on the other hand is, on the whole, a very heartily liberal town, it is unnecessary that I should remind you, and it can hardly be that the non-election of men of liberal politics has been a matter of accident. You are informed in the paper before you that we have had six members of Parliament for the borough. All of them have been liberals but one, and none of them have been governors but that one. We have had 23 mayors. It can hardly have been an accident that every one of them should be passed over and not one of them elected

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to serve on the board of governors. All of them have been liberals with the exception of one. It is, however, my duty to speak specially with regard to the nonconformists and their grounds of complaint.

17,928. Allow me to interpose a question; have those mayors who you state have been excluded because they were liberals been churchmen, any number of them?—There have been 23 mayors of Birmingham, including the present Mayor, and of those 17 have been dissenters. In reference to the claims that nonconformists have to representation on that board I will just advert first to their actual numbers in the town of Birmingham. The latest official returns in relation to a question of this sort to which I can refer, are the returns in the religious census of 1851, and according to those returns the total number of attendances on the census Sunday was 5,000 in favour of the nonconformists in the borough of Birmingham. In Aston the nonconformists had 200 less of total attendances. So far as Sunday schools are concerned, which indicate too to some extent the strength of the nonconformists of the borough, I find that in the borough of Birmingham, the scholars in dissenting Sunday schools in 1851, amounted to 12,500, while the scholars in the Church Sunday schools in 1851 was somewhat less than 7,000. It will be admitted, therefore, that the nonconformists, as far as the population are concerned, form about one-half of the population of the borough; that is a very moderate statement of their position So far as public spirit is concerned, one or two illustrations may be given of the strength of their claim. I am not quite sure how the two parties stand in the town council, but I know that out of 64 members of the town council at least 34 are nonconformists. Of the Mayors, as I stated just now, out of 23, 17 have been dissenters; of the guardians of the poor, out of 102, I know that upwards of 40 are dissenters. Then it may be alleged that perhaps dissenters abound specially in those classes of the community out of which governors would hardly be selected. In reply to that, I would say that in one of our principal Banks, the Midland Bank, half the directors are dissenters; at the Joint Stock Bank, another of our principal banks, about half the directors are also dissenters; and of the 43 borough magistrates, about 17 belong to various nonconformist bodies. This exclusion of nonconformists from the governing board is not required by the original charter nor by any of the Acts of Parliament, I believe, under which the school is now governed. It is among the traditions of Birmingham that the nonconformists once had a majority on the board of governors, and that the majority was accidentally lost, and having been once lost, we were gradually weeded out, and are not likely by the free will of the governors, to find our way back again. In illustration of the spirit that once prevailed at the board of governors, I may mention this fact, that one master was appointed, I believe specifically for the reason that he had lost his fellowship at his college for extreme democratic opinions—not a very good reason for appointing a head master, but it is an illustration of the spirit of the board at that time. I have also heard, though I am not quite sure that this is correct, that there was a trust for the benefit of poor nonconformist ministers, which was once administered by the governors of King Edward's School, again indicating the hold that the nonconformists had on that body. Well, the governors say that all this is a mere matter of sentiment, and that we do not allege any practical grievances as having been occasioned by the system of which we complain. Now, of course, we do not charge the governors with having excluded the sons of men of liberal politics from the school, or the sons of nonconformists from the school, but we do not think that a desire to remove what is felt by a large portion of the people of Birmingham to be a great social injustice is to be regarded as a mere matter of sentiment.

17,929. Do you complain that the children of nonconformists are in any manner subject to disadvantage with reference to the benefits to be derived from these schools from the state of things that you have described?—I think if the children of nonconformists had been subjected to any disadvantages the present system would long since have vanished; it would not have been possible to maintain the system at all. In asking for a change in the matters to which I have just now referred, my own opinion very strongly inclines in favour of having the governors, or at any rate a very large proportion of them, appointed by some external and independent body. It is urged that the town council cannot claim as a matter of right the appointment of any portion of the board. It should, however, I think, be remembered, that the school originated not on the mere motion of the Crown, but, as I understand, on a petition of the inhabitants of Birmingham, who requested King Edward the Sixth to devote to the uses of education in Birmingham, certain lands which had been alienated from the guild of the Holy Cross in the time of Henry the Eighth. The school sprang from the motion of the common people of the town. There may perhaps be something said on that account on behalf of giving the official representatives of the town some part in the management of the school. I believe too that this is the only scheme for securing a general representation of interests. I have some sympathy with the feeling which was referred to, I think by Dr. Temple, that Dissenters do not care in public bodies to be ticketed as Dissenters. We have a very strong feeling of this kind, that the law should not recognize in any privileges or duties of citizenship a man's religious creed. It is not because we are ashamed of being nonconformists, but because we object as a matter of principle to the law recognizing religious distinctions at all. I speak, I am sure, the sentiments of very many of the nonconformists of Birmingham. We would very much rather have only half the number of dissenters on the board if they found their way freely there from the appointment of some external body, than have the full number suggested in Dr. Miller's scheme under the conditions which that scheme proposed.

17,930. You say "some external body;" are you able to express an opinion as to what that external body should be?—I refer to the town council.

17,931. Are you able also to express any opinion as to what you think would be a fair proportion of governors to be thus chosen by the town council?—That is a matter of detail on which I should hardly venture to press my personal opinion. I was going to observe that I do not think that the scheme of preserving self-election and requiring a certain number at least, or a certain number and no more, either of dissenters or of the town council, would meet all the difficulties of the case. It would secure a certain number of nonconformists being on the board, but it would not at all necessarily secure any fair number of men of Liberal politics being on the board, because, though it may surprise you, I think we could find quite enough nonconformist Conservatives in Birmingham to satisfy the requirements of any such scheme as Dr. Miller has just now referred to. That scheme makes no provision for meeting the political grievance.

17,932. I suppose that you would not require as an absolute qualification that a man should be of particular politics, should you?—I should very strongly object to any such requirement. It is because the board now generally insist on that qualification, that I object to the present system. I would also recall your Lordship's attention to what was said by Dr. Miller, that no powers can be got by the governors without being brought into collision with the town council in securing their

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Act until the town council do receive some power in connexion with the school. I also beg to say that no scheme that has hitherto been proposed, suggests that the town council should nominate as governors simply persons of their own body. My own conviction is, and that is a very strong conviction, that those members nominated by the town council, and not of their own body, would be certain to be among the most distinguished and effective men in the town of Birmingham. They would be put on their honour to appoint the very best men possible.

17,933. Do you agree with Dr. Miller in the statement that he made that this question of the mode of election of governors lies at the root of the whole dispute about the management of these grammar schools, and that the others are points that might easily be settled, and which would be not of very great practical importance at present if this point could be satisfactorily settled?—I do not feel that, and I rather doubt that Dr. Miller meant to convey that impression. I have a conviction that in many parts of the system adopted in the school grave reforms are necessary. I also think the general conviction is this, that if the principle of representation were adopted in the governing body and the principle of self-election abolished, it would be far more easy from time to time to secure necessary practical reforms than it is now. I think it is desirable that governors should be elected only for a certain term of years in order that their whole action may not simply be ruled by tradition and custom.

17,934. (*Lord Lyttelton.*) On the question of the educational course of the school, can you point out any feature in that course, as it has been pursued for the last 30 years, which you think would have been otherwise in case the liberal and the nonconformist element in the town had been represented on the government?—I think that if the representative principle had been adopted, the strong desire on the part of a large portion of the town that the mathematical element should be introduced more freely would have been met. It is a mere incident of the evil of self-election that nonconformists and men of liberal politics are excluded.

17,935. What part of the educational course do you consider to be defective, and which in your opinion would have been less defective in case the liberals and the nonconformists had been better represented?—I believe that the same change which would secure the representation of liberals and nonconformists, would secure the freer action of public opinion upon the conduct of the school, namely, a change from self-election, that out of the same root the two things would spring.

17,936. What *educational* points would have been better attained?—If we had had representation?

17,937. Yes?—I think the school would not have been so exclusively classical.

17,938. Can you point out any other point?—I think probably we should have had independent examiners appointed. Examiners are now appointed by the board. I think also the accounts would probably have been audited by public auditors as a matter of rule and necessity. Public opinion would have required these things, and a representative body would have conceded them.

17,939. Is it alleged that the principle of religious equality among the boys of the school has been infringed under the present system?—It is not alleged at all.

17,940. Do you, with reference to the time at which the school was founded, maintain that the omission of any reference in the original

foundation to the question of churchmen or dissenters is sufficient to show that it would have been in the mind of the founder, or of the town at that time, that any one not a member of the Church of England could have been a member of the governing body?—It is extremely difficult to determine what they would have thought of dissenters in those days. It would be very hard to know what would have been our condition. The school was founded for the benefit of the town, and I am only anxious that it should be used for the benefit of the town and governed by the town.

17,941. Is it your proposal that the whole body of governors should be elected by the town council?—No, I strongly incline myself, if I am asked for details, to the scheme suggested in an appendix to the report of the Grammar School Association which requires that a certain proportion should be elected by the council, and a certain proportion by the magistrates, and that they should complete the number.

17,942. (*Dr. Storrar.*) By "they," you mean the school governors?—Yes.

17,943. (*Dr. Temple.*) I wanted to understand one thing precisely. You said that you did not propose that the town council should elect members to the board of governors from their own body. Would you require them to elect men who were not; would you exclude those who belonged to their own body?—I should require that a certain proportion of those they elected should not be of their own body.

17,944. (*Mr. Baines.*) The late Recorder of Birmingham, Mr. Hill, I believe is a churchman?—Yes.

17,945. On a recent occasion he expressed very strong opinions I think in favour of abolishing that exclusion which now exists of nonconformists. Do you agree with him in the terms which I find reported in a speech of his "that this principle of self-election acting thus by "means of exclusion is thoroughly and completely unpopular amongst "the inhabitants of the town, which it was the object of the royal "founder to benefit by the grants he made." Do you agree with him in that opinion?—I believe that a great proportion of the population regard the present system with strong antagonism. There are many gentlemen in the town who believe in the system of self-election, and there are some who believe in the working of that system as it has been worked for the last 100 or 150 years, but I believe they are an inconsiderable portion outside the governing body.

17,946. Do you agree with him that dissenters would be likely, coming to claim the abolition of this exclusion, to speak of it in the terms which he uses here. "I come here to take off that which I feel "to be a species of brand?"—I think that feeling does exist in the town very strongly.

17,947. Do you think that if the plan which you have proposed were adopted, that you would have gentlemen as well acquainted with the subject of education and as zealous in the cause of education, and of extending it especially to the humbler classes as those most respectable men who now are the governors?—I do not think the governors themselves would gravely dispute the probability of that. I have a very strong conviction that among the nonconformists there are as many men competent to conduct a great educational establishment as there are among members of the Establishment in Birmingham. It is hardly for me, however, to pronounce an opinion on a question of that sort.

17,948. (*Mr. Acland.*) I think that you said just now that the schools should be administered for the good of the town and governed by the town; do you think it desirable that the governors of a great school like that should be residents in the town?—I think they ought to be

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residents in the town or in the immediate neighbourhood of the town. I think that is most important. It might be desirable to have on the board a few men who live beyond a moderate radius, but the great majority of the governors, I think, ought to live in the town, or in the immediate neighbourhood of it.

17,949. Is that with a view to their being able to attend frequently? —Partly so, and partly that they might have that kind of acquaintance with the condition and exigencies of the town which is indispensable to the discharge of their duties.

17,950. Supposing the constitution of the governors to be very much altered, should you think it desirable to provide for some sufficient representation of graduates of the Universities, including London?—I should, and in the proposal of the Grammar School Reform Association, it is suggested that a certain number of graduates should be appointed by the council, and a certain number appointed by the magistrates.

17,951. Are you favourable or unfavourable to the selection of a certain number of persons by the Government?—I am not sufficiently acquainted with how that would work to form an opinion upon it.

17,952. Have you considered the question of what is called an *ex officio* trustee?—I have a very strong objection to *ex officio* trusteeships, generally. I have seen them work very mischievously, and I cannot think that they are likely to work well.

17,953. Should you have much objection to an inspector appointed by the Government, having a right to attend the meetings of the board in such a way as a Poor Law Assistant Commissioner has a right to be present at the board of guardians, bringing to that board the advantage of the experience to all England?—I should think it very desirable that an inspector should have that right, and I also attach very great importance to having independent examiners appointed by some central authority to visit all the grammar schools, our own included.

17,954. (*Mr. Erle.*) Do you think the system of self-election of Governors might be modified with advantage by subjecting it to the control of some public authority, such as the Committee of Council, or any high officer of the Government, that there should be an opportunity afforded to the public of submitting to him any objections to particular nominations?—I am doubtful how far a central authority of that kind could be sufficiently acquainted with the condition of matters in Birmingham to form a clear judgment on the matter.

17,955. Would it not give an opportunity of making any representations to impartial persons, or an impartial authority, that there should always be an interval between the election of a new governor and his final appointment, during which interval any persons might make representations to an impartial authority?—It might be of advantage, but I think we should be unwilling, as a rule, to exercise it. It would look invidious to object to an individual being appointed. It would not grant the power of nomination, but simply the power of vetoing on the part of the central body.

17,956. When you express the strong desire that prevails, that nonconformists should be eligible for election into the body of Governors, I do not understand it to be further desired that the religious teaching in the school should be modified or subject to modification?—No, not at all, so far as I know.

17,957. That would still continue; the only religious teaching that would continue to be given in the school would be that according to the teaching of the Established Church?—I am hardly in a position to say to what extent the teaching in the school is specially in harmony

with the principles of the Established Church. There is a class for New Testament exegesis, and some other religious matters are attended to in the School, but I have never been able to find out to what extent the peculiarities of the Church of England influence the religious teaching.

17,958. You would not propose that there should be different religious teaching imparted to one class of scholars from that which is given to another class of scholars?—No, I should have a strong objection to that.

17,959. Assuming that the only religious teaching in the school is to be according to the teaching of the Established Church, have you considered in discussions with the governors whether the present law would render nonconformists eligible? Has that question been debated?—I am not sure that I understand the question.

17,960. It is made a matter of complaint that nonconformists are not admitted into the body of governors. Do the complainants consider that the present law would admit dissenters into the governing body?—Yes, the governors are perfectly at liberty to elect us if they like.

17,961. Has that question been discussed, because it is a very important question? It has not been placed on that ground?—It is generally understood in Birmingham that nonconformists were on the governing board for very many years, and that nothing has taken place since then to render a nonconformist legally ineligible.

17,962. It has not been placed on the legal difficulty at all?—Never.

The witness withdrew.

Mr. Alderman HAWKES examined.

17,963. (*Lord Taunton.*) What is your connexion with the town council—you are an alderman, I believe?—Yes, and I have been Mayor.

17,964. Will you have the kindness to make any statement you wish to do as shortly as you can?—I will confine myself to what you invited us to do just now—to refer to the memorandum that has just been issued as to whether that would alter the views of our body. This only appeared in the newspaper on Saturday morning, therefore we have not had much time. The words of the Charter state that the management of the school is to be conducted by "20 men of the more discreet and more trusty inhabitants." Those are the terms mentioned in the Charter; and then it is objected by the governors that the town council would not have those special qualifications necessary for such an educational board as this, more particularly in its purely educational functions. Now, with regard to that, the Commissioners will see that in the terms used the persons to be governors of the school are to be the more trusty and the more discreet inhabitants. There is not a word said in the Charter as to their educational position, but simply as to their position as trusty and worthy inhabitants; and for this reason, if it had been intended that the governors of the school should possess high educational claims, surely some words indicating that would have been expressed in the Charter. Therefore I say, that if the remark of the governors is intended to imply that the members of the council are of an inferior educational position to the governors, even if that is so, there is no force in that, as the Royal founder expressly indicated that he desired 20 discreet and trusty men, which is perfectly compatible

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with any state of education. It is then stated that the Town Council would be an improper body, putting it in the affirmative, more particularly with reference to the purely educational functions of the Board. Now I think that expression has no real meaning in it. It is not supposed that the governors have anything to do with the educational part of the government of this school. They are required by the Royal Charter to elect the pedagogue, using the term in the Charter, and to appoint persons of the high educational position of those masters who have hitherto adorned the school. They have nothing to do—the board have nothing to do with the purely educational functions of the school.

17,965. (*Lord Lyttelton.*) They have to make statutes?—Still I apprehend that that would not be a purely educational, but rather a legislative proceeding. In framing schemes to submit to the visitor of the school, they would have the advice of the head master and the legal adviser of the school. It is then stated that "It has also been "objected that members of the town council have not hitherto been "elected members of the board. But admitting this to be a fact, "it is not to be lost sight of that there have been from time to "time very important negotiations for the purchase of property be-"tween the town council and the governors. It may therefore fairly "be presumed that the governors have been influenced by the con-"sideration that a member of the town council, if sitting at their "board, would be embarrassed by the conflicting interests of the "Corporation on the one side, and of the Charity on the other." I would draw your attention to this fact, that the council was created by Charter in 1838, and that the town council acquired the functions of street commissioners, under which alone it has the right to purchase these properties that are referred to, in 1851. So that, for thirteen years, viz., from 1838 to 1851, the town council had none of these rights of purchasing property that are referred to, and yet during these thirteen years the same exclusion of members of the town council took place as has taken place since, and therefore I apprehend that reason to that extent fails to have any force. It was remarked in answer to a question to Dr. Miller just now, that whilst on the one hand members of the town council were not sitting at the board, members of the board of governors did not obtain seats at the town council. The inference from that I suppose is that the town council retorted their exclusion by excluding the other side; but that is not so, the constituency that elects the town council is not the town council, but the general inhabitants of Birmingham; therefore, it is rather fairer to suppose that the inhabitants, and not the town council, resented the exclusion. I have only further to say, on behalf of the town council, that the petition itself expresses exactly what the council desire. They say that we are a trusty body, as defined by the Charter—that various Acts of Parliament since we have been created have given us new powers; that we now have the receipt and expenditure of nearly 200,000*l.* per annum, the grammar school commissioners receiving and expending about 12,000*l.* per annum—that a variety of recent legislation has given new power to the town council, especially with regard to the erection of libraries and the acquisition of parks in addition to the ordinary duties; therefore, we say we are a body of trusty persons, as shown by the additional powers that Parliament gives to us. We say, also, that in addition to what has been stated by Dr. Miller, the Government recognizes us to this extent, although there is no legal compulsion, that they ask us for the nomination of gentlemen to be placed on the commission of the peace. The other

day they asked us for that, and they appointed those whom we selected. Therefore, we say, we comply strictly with the terms of the Charter in being a body that is trusty, whether properly or not trusted is not for the town council to say. Will you allow me to say, that Dr. Miller entirely differs from the town council in regard to what he has stated as to placing members of the town council on this board by self-election?—We say decidedly, that that would make no difference in the views of the council.

17,966. By self-election you mean by their own election?—By the election of the governors. We say if they elected all of us we should not consider that was conceding to us anything of importance, because the principle would not in any degree be altered. We propose that we shall be restricted, if we have the election of this board, to 9 of our members, the other 12 consisting of six borough magistrates, and six of other inhabitants of the town.

17,967. In this petition you ask for the whole appointment under certain restrictions and limitations?—That is so. We go the full extent of claiming the representative principle, and we say that the constituency of the town council is that constituency which we think should be chosen, because in the first instance it has been chosen by the Borough at large, and is resuscitated by election itself, and is under the control of the whole municipality.

17,968. (*Lord Taunton.*) Are you aware of any school of this magnitude in which the entire management of such a school is vested in the municipal authorities of the town?—No, I am not.

17,969. Do you think it would give satisfaction to any considerable number of the town council, if without giving them the whole of this, they were allowed to elect a portion of the governors of a school like this?—I think it would, because our two previous applications to Parliament have been far more limited than our present proposition. If only we disposed of the principle of self-election, I think the council would not care much about the number.

17,970. Perhaps you ask for everything in the hope of getting something?—No, we base our application on the common sense view that we take of it. We do not think that that is therefore the most likely to prevail. Will you allow me to add, I am told by Mr. Alderman Ryland, that the great City of London School is managed—I believe I know it as a fact—by the council of the London Corporation. When the Charter came down of course there was no municipal government in Birmingham. There was no possibility of those who advised the royal founder to do otherwise than proceed by self-election.

17,971. (*Mr. Erle.*) You do not attribute wisdom to the Legislature which removed all such trusts from municipal corporations?—That is it.

The Rev. W. GOVER, M.A., examined.

17,972. (*Lord Taunton.*) What is your situation with reference to Birmingham?—I was formerly curate for six years in Birmingham, in two of the largest parishes, and curate to a previous second master of King Edward's School. I have since then been the Principal of the Training College for the diocese of Worcester, which is close by Birmingham, and therefore, during the last 20 years of my life, have had uninterrupted communication with Birmingham.

17,973. I believe you are prepared to make some statement to the Commissioners upon the allegation that this school in its present condition is not sufficiently extensive for the wants and requirements of the

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town. Will you have the kindness to do so?—The first point I would take is, that the school is deficient in provision for numbers. I have made some calculations which show that the school, which I think should be an educational trust for the benefit of the whole town, by no means meets the requirements of the town. From some returns that I have, I find that the number of houses in the parish of Birmingham above the value of 20*l.* a year is 7,228. In Aston, within the borough, it is 1,018; in Edgbaston, 1,314; giving a total of such houses within the borough, occupied by males, of 9,560. If you reckon for female occupiers, according to a rate which has been given me by authorities, (10 per cent. in this class) 956 houses are occupied by females, giving a total number of houses of 10,516, above 20*l.* a year. Then, taking it that each of those households represents five persons, not including servants, that would give you a population of 52,580, and the boys and girls of school age, taking an eighth of that population, would be 6,572. Houses of 20*l.* a year and upwards are taken because I think, speaking roughly, that they represent the families from which come candidates for the school provided in New Street. The number of boys then of this class is, in round numbers, 3,000. The present number, I find from the governors' memorandum, which I have only just seen, in New Street does not exceed 620. You have therefore a provision for children of persons living in houses above 20*l.* a year, of 620, with 3,000 boys of school age from those classes. I proceed next to houses of 10*l.* a year, and under 20*l.* Perhaps I need not trouble you again with the particulars, though I have them in detail just as before, but state that the total number of such houses is 10,461. That would give on the like calculation, boys and girls, 6,538. The actual provision made for the children of those who live in houses of between 10*l.* and 20*l.* rental, is 1,100 in four elementary schools. It may be alleged that a great number of the parents of the humbler classes send their children to these elementary schools, but the number is not sufficient to disturb the general view which I have taken. I would then take the houses under 10*l.* a year. I find in the same way, only adding a larger proportion of female occupiers, who increase very much in the lower classes, that there are 46,278 such houses. The number, therefore, of boys and girls, of school age, from those living in houses under 10*l.*, may be reckoned at 30,000. I find that the number of public schools, that is, Church of England schools, Congregational schools, and so on, is, as far as I can ascertain, 76 throughout Birmingham.

17,974. (*Mr. Acland.*) Day schools?—Yes, only day schools of course; not Sunday schools. Estimating these schools to average 200 scholars, that would give a supply of education for 15,200; so that we arrive at this series of results, that instead of having education for 6,500 boys and girls from houses above 20*l.* a year there is only education for 620 boys. For those living in houses between 10*l.* and 20*l.* a year there is only provision for 1,100 boys and girls, instead of for 6,500, and of 30,000 who are living in houses below 10*l.* a year, the public schools of the town provide for 15,000 only; the rest have to get their education in private schools, of course paying considerably higher amounts than they do in the public schools. So far, then, the school trust is deficient in provision for numbers. My next point is that it is deficient in provision for the working and the poorer classes. Nearly the whole of this trust of 12,000*l.* a year is expended upon those who live in houses above 10*l.* a year. I do not mean to say that you cannot find exceptions, but practically the children in the elementary schools are those of the smaller shopkeepers, and the better

class of artizans, and the New Street scholars are taken from the shopkeepers and tradesmen, and the better classes in the town. Then the striking injustice to the working classes, as it seems to me, in Birmingham is this, that nearly the whole of these 76 public schools are schools where the working classes have to pay what would be equivalent in this free school to capitation fees. In these schools the annual payment of the working classes, as far as I can ascertain, is about 12*s.* a year for each child. While up to the present time the plan of night schools has never been carried out, nor any subvention made to the poorer class of schools from the funds of the school trust ; on the other hand, the subvention which each person receives who sends his child to New Street is something like 20*l.* a year out of the school trust, and each who sends his child to the elementary schools about 3*l.* a year. These deficiencies of provision have been felt the more on account of the system of nomination which has been in vogue hitherto till the present head master came, that is of simply admitting children to the schools through the nomination of governors. First of all, with respect to the New Street school, I have known an instance in which the reply to a widow from a governor was, that he had already 50 applications on his list, and that it was of no use to place other names upon it. I know in the case of another, a man connected with our own association, who mentioned it with something like triumph, that when he wanted to get his children into the school he sent round a circular letter to all the governors and obtained the four nominations at once. There was the widow, who was to be protected as in this memorandum by specially retaining the nomination in the hands of governors, unable to get her child in ; on the other hand there was the man in good business and position in the town, because well known, procuring the admission of all his children at once. The injustice with which the nomination system worked must be felt the more by every one, inasmuch as the provision is, as I have shown, so inadequately small. In like manner, with respect to the elementary schools, I have been informed that the number of applications has at times very much exceeded the number of vacancies, and that when children have passed the admission examination some have been waiting three, some six, and some even as much as nine months before they were actually admitted.* That is to say, a great portion of the child's school life was wasted in this way. Even with regard to the New Street school, I believe the head master would concur with me that the effect of thus waiting for admission has been simply that the time of the child's school life has been in a great degree wasted. With regard to the way in which the injustice of this system of nomination is increased by the plan of self-election, it is not sufficiently borne in mind that when this nomination was exercised by 20 men at the time the trust was instituted, these 20 men must have comprised almost every person in Birmingham above the working class, or a little above that ; that it was not so much a trust for the town of Birmingham as a senate for the village of Birmingham ; so that what is true of it is, that it was a very wide trust at the time when it was instituted with 20 members out of the village ; but that it has become very narrow trust now, when these 20 men are self-elected out of a population of over 300,000. I would add that in speaking on the above points I have not taken the population of the districts contiguous to the

* I have been since informed by the head master that this has been altered by him, and that every boy is now taken in order of application, examined when a vacancy occurs, and admitted on the first school day after examination.

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borough of Birmingham, which have also a claim, and a population which, I suppose, cannot be reckoned at less than 60,000. Their population goes to make my statement so much the stronger.

17,975. (*Mr. Acland.*) Within what area?—The Charter of the school provides for the parish of Birmingham and parishes contiguous thereto. I have only taken the houses in the municipal borough of Birmingham. The area of the parish of Birmingham is about 3,000 acres. There is another evil which has resulted to the school from self-election; for the last 30 years the governors have been afraid to move in useful changes lest they should meet with opposition on other points. For instance, nearly all of the recommendations in this memorandum, so far as one has had time to look at them since a quarter to 12 this morning, seem to have been recommendations that have been urged by one or other of the members of the Grammar School Association. I have no doubt in many cases these recommendations coincide with the notions of the head master or of educational governors, yet this memorandum itself has resulted from the pressure which the Grammar School Association and the town council have placed on the governors at the present moment. With regard to the annual accounts which were published last Thursday, you will see that out of an income of 12,000*l.*, 2,000*l.* is the salary of the head master, and 1,350*l.* the secretary's salary and payments for legal charges. Now on referring to the report published on public schools last year the proportion between the head master's salary and the other masters' salaries recommended by the Commissioners was as three to one, the proportion in King Edward's School is very nearly as 10 to one.

17,976. (*Dr. Storrar.*) By "legal charges" you mean law charges?—Yes. Such a disproportion of salaries can only be met by an extension of income and of the school by capitation fees. At present the disproportion of salaries being so excessively great, is the cause of very sore feeling amongst the junior masters in the school, and, inasmuch as it is felt more keenly because it has only been established by a statute so lately as 1860, it has the effect of discouraging the masters. I do not say that the head master's salary is at all greater than it should be, is at all greater than he probably was gaining at Rugby, and therefore too great for the head of a great educational trust in Birmingham, but it is out of proportion to the rest of the masters' salaries, and it is out of proportion to the income of the school. This difficulty we would propose to meet by capitation fees being required from the principal number of the children, allowing only certain exhibitions both for maintenance and for free education in the different branches of the school. Such a plan of exhibitions would remove the feeling that the working classes had no share in the endowment, as at present they have none, or scarcely any. Other points, which I think are in the memorandum, I have already taken.

17,977. (*Mr. Acland.*) Will you please to state generally the total number of children in the borough, requiring education?—The number of children in the borough requiring education may be taken as at least 40,000. The number provided for by the schools is at present from 1,700 to 1,900, 1,720 I think is more near it.

17,978. (*Lord Taunton.*) I understand you to be of opinion that "the means of the school might be increased so as to lessen this disproportion of the supply to the demand by the charge of a capitation "fee."—Yes.

(*Mr. Yates.*) I may with reference to this capitation fee, as Mayor of Birmingham, give my own opinion. It is opposed to the capitation fee. In King Edward's School, the foundation being a free

school, it is my individual opinion that it should remain for all future time as in the words of the Charter, and rather than increase the number of paying schools they should be diminished. It is the want of education that is the cause of crime, and I should recommend that the free schools be increased rather than diminished.

17,979. (*Lord Taunton.*) You stated that to be your individual opinion. Have you any means of knowing what is the prevalent opinion on the part of the town council upon that point?—(*Mr. Yates.*) It has not been officially brought before them, but in conversation with individual members and also with numbers of the burgesses outside the body I have come to the conclusion that the majority of the people of Birmingham would be in favour of the school remaining a free school.

GEORGE DIXON, Esq., examined. *G. Dixon, Esq.*

17,980. (*Lord Taunton.*) What situation do you hold with reference to Birmingham?—I am a merchant in Birmingham, justice of the peace, a member of the town council, and the chairman of the association for reforming the grammar school.

17,981. Will you have the kindness to state any opinion which you may have formed on this question of capitation fees?—The opinion that I hold myself on this subject is that it would be extremely desirable to charge a capitation fee. I do not think it is necessary that that capitation fee should be charged to every scholar either at the high schools or at the elementary schools. I think that it is decidedly advisable that the governing body should have the power of admitting a certain number free, and that they should not be restricted to any particular number by any fundamental rules. I hold that opinion very strongly indeed, on the ground that we all know that the boys of the high schools come mainly from families well able to pay for the instruction that they there receive. I hold an opinion too that if there were no free schools and they were to pay for the instruction that they get, that so far as regards the education of the great majority of those who go to the school, it would probably be quite as good as that which they now get. That would not be so if the school were there, because the school occupies the ground; and therefore there are no other schools in Birmingham suitable for the education of that class, and I also think that there are a very great many of the parents of the scholars there who would be quite willing to pay a portion of the cost of educating them at that school. I know that there are some who positively decline to send their boys to the school because they think that it is very unfair, being able to pay for the education of their children, that they should use a portion of the funds which were originally intended for giving education to those who were unable to pay for it themselves.

17,982. Do you express this opinion in favour of the principle of capitation fees, not only in your own individual capacity but on behalf of the Grammar School Association?—I express that on behalf of the Grammar School Association, but some reasons that I have given are my own reasons which may or may not have weight with all the committee.

17,983. Has your attention been drawn to the paragraph in page 11 of the memorandum which has been issued on the part of the governors, which relates to this question of capitation fees: "1. At least one "moiety of the boys shall always be free scholars, educated wholly "without fee, unless the total number of boys in the New Street schools, "at any time exceed 1,000, in which case the governors shall not be "bound to extend the number of free scholars beyond 500. 2. Of

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"the number of free scholars, 50 at least shall be admitted on direct "nomination of governors, on the ground of the straitened means of "the parents, or for other special reasons. 3. The remainder may gain "their freedom by competitive examination. 4. The other moiety "shall be admitted to the school on payment of a fee not exceeding "10*l.* per annum; any boy so admitted being at liberty to compete for "a free scholarship on the occurrence of a vacancy." Has your attention been called to that?—Yes.

17,984. Have you any observations to make to us with regard to that paragraph?—These views coincide to a very considerable extent with the views which have been previously expressed by the Reform Association. The main points in which they differ are points of detail, that is, with reference to the number that shall be admitted as free scholars, and if I understand the opinion of the Association aright, they would not place any restriction or limitation upon the governing body with reference to the number of free scholars, but the principle involved in this is the same, and would meet, I believe, with the hearty concurrence of the Association.

17,985. In speaking of the principle, you mean the principle that there should be a certain number of free scholars and a certain number of scholars paying capitation fees?—Exactly so. To continue my remarks, with reference to the advisability of charging a capitation fee, it is not merely that I think that a great number of the inhabitants of the town would be perfectly willing to pay for a portion of the cost of education, but also that there is a very strong feeling that the school is not educating as many persons in the town as it might do, and that consequently, by charging capitation fees, the usefulness of the school would be very materially augmented. The proportion of the total fund at present devoted to the education of the richer classes is also very considerable, amounting to a little over three-fourths of the whole sum, and I think myself that it is an unfair thing that the wealthy classes in the town, quite able to pay for the education of their children, should absorb three-fourths of the whole of the income of this charity, leaving less than one-fourth to be devoted to the education of the poorer classes in the town, and even with reference to that fourth, it may be remarked, that the scholars in the elementary schools are not all of them of the very poorest classes. I am not prepared to state the precise proportion, but it may be that probably not more than one half of the thousand so educated belong to the working classes, and that the remainder belong either to those amongst the working classes who really scarcely belong to them, like the foremen in shops, or to small tradespeople; and if there were to be a capitation fee charged, even in these elementary schools, I do not think that such classes as those would be either unable or unwilling to pay a proportion of the cost, and by these means a very considerable sum would be provided wherewith to educate really the very poorest classes in the town, who are almost, though not entirely, neglected and overlooked by the governors of this charity.

17,986. Have you at all gone into the question, what would be the amount of the capitation fee which you think it would be desirable to require?—I have. I should like to be allowed to take this opportunity of saying that, although it is very true that we did arrange that the order of proceeding which has been adopted this day should be the one to be carried out, yet still at the same time we were not quite prepared for its being so strictly followed out as the shortness of time evidently makes necessary, and I hoped to be allowed to put in as a part of my evidence the Report of the Grammar School Association, wherein that particular matter is specially referred to, and if your Lordship would allow me, I should like now to put in the Report as part of the

evidence. And if your Lordship will also allow me to do a little more than that, I would also put in what I think would come very properly indeed from me as the chairman of that Association, a short statement with reference to the public feeling (my opinion as to the state of public feeling), which led to the formation of the Free Grammar School Association and then, further, a history of the formation and proceedings of the Grammar School Association. These are very short documents, and I would not trouble your Lordship now with reading them; but if you will allow me, I will put them in to save time. (*See Appendices A, B, C.*) Then I would merely add in addition, that the Association, certainly does very fully, and I think adequately, represent the feelings of the educated portion of the town upon this subject. I should also, if I am not out of place, like to be allowed to make a remark now which I did not make before, in consequence of your Lordship's observation that it was necessary to save time, but which, perhaps, under the heading of Capitation Fees, is not altogether irrelevant; and that is, that in the document that has been prepared by the governors of the Grammar School, there is a paragraph with reference to the mode of election, which contains what, in my opinion, is an exceedingly objectionable word, viz., that the opposition to the election of the governors by themselves is based upon sentiment. Now, that is very, very far from being the case, for in Birmingham there is very little sentiment, we are not a sentimental people. There are two answers that may be given to that remark, one of which has relation to this question of capitation fees, and the other is a quotation from the document itself emanating from the board of governors. In that document it is distinctly stated that the governors are unwilling to appear before Parliament to obtain an Act to enable them to carry out reforms which they themselves are very desirous of carrying out, that they would be unwilling to appear before Parliament for the purpose of obtaining that Act unless they could do so without being opposed by either the town council or any other public body in Birmingham. Now it surely is not a matter of sentiment when they say that they themselves are unwilling to incur that expenditure. It is a matter of many thousands of pounds to the town, and therefore, if the necessity for the change in the mode of election bars the way, it is something more than sentiment; but, with reference to this question of capitation fees, which is one of the things that the governors themselves are desirous of partially at any rate carrying out, the improvements that might take place in this school would be very large and very beneficial to the town in the opinion of the governors as well as in the opinion of the Association, the town council, and the town at large, but they are debarred from levying these capitation fees until they get an Act, and they cannot get the Act because they are afraid of the opposition the town will make, and I can assure your Lordship and this Commission that both the town council, the Association, and a very large proportion of the inhabitants of the town, have quite made up their minds that that opposition shall take place which the board of governors expect if the present system of election is not modified in any way whatever. At the same time I would conclude by adding on behalf of the Association, that they by no means wish to push their scheme of election, or their scheme on any other point, upon the board of governors or upon the town. They have thought it right to arrive at as good a conclusion as they could upon the matter and submit it; but they are not bound to that, and particularly with reference to election we differ amongst ourselves as to what would be the best method, and certainly, if there is any body existing anywhere that is desirous of looking at this matter from a broad

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point of view, and with a desire to make every possible concession, it is the Association established in Birmingham for the reform of this school. All they do desire is, that there should be at least some deviation from what they consider to be an exceedingly objectionable principle for the reasons that have been so well stated by some of the previous witnesses.

17,987. Has the Association recommended any precise scheme which they think would be the best to be adopted in the future election of Governors?—They have; it is appended to the Report.

17,988. What is that scheme; will you state it shortly?—"That "there should be 28 governors; a minority of your committee were in "favour of a smaller number. At Manchester the board consists of "only 12 members. This number of 28 your committee recommend "should be elected as follows: 16 by the town council, 8 by the "borough magistrates, and the remaining four by the above-named 24. "The minority were in favour of having 12 elected by the Council and "12 by the magistrates."

W. L. Sargant, Esq.

W. L. SARGANT, Esq., examined.

17,989. (*Lord Taunton.*) What relation do you hold with regard to the borough of Birmingham?—I am a magistrate of the borough and a governor of the grammar school.

17,990. Lately elected, I believe?—Lately elected. I was chairman of the Association before Mr. Dixon, and while chairman I was last year elected a governor of the grammar school.

17,991. Have you any connexion with the town council?—Not at present. I have been a town councillor formerly.

17,992. Will you proceed with the statement that you wish to make?—I merely want to point out that in all the schools in connexion with this foundation I have a very strong personal opinion that a Government examination or an examination by gentlemen appointed by some department of Government would be a very advantageous thing. First of all, as to the elementary schools; since I have been a governor I have had an opportunity of being confirmed in that which I knew pretty well when I was outside—that the elementary schools are very excellent ones, but I still am not so convinced of that as I should like to be. It is quite certain that the better class of children there are extremely well educated, because, in competition for nomination into the New Street schools, the governors have learned from Mr. Evans, the head master, that those children are always successful and generally at the head of the list, which is sufficient proof of the excellence of the education given at those schools. But if we ask what is the state of the bulk of the school, we really have nothing beyond the general statement that the examination has taken place, and that it is good. Now, I, myself, have seen a great deal of the working of the examiners appointed by the Committee of the Privy Council in the National Schools. I happen to have taken rather a prominent part for many years in the education of Birmingham, particularly in a prize-scheme there, and I know the excellent working of those inspectors, and I should be very glad if the governors could have been persuaded to have adopted the same system in the elementary schools, to have induced the Government Inspectors to examine them regularly; for this reason, that as they see other schools of the same class constantly, and as it is their especial business to see such schools, they could give a better opinion than we at present obtain. I say the same with regard to the high schools, as they are sometimes called, to distinguish them from the elementary schools. Examiners come down every year to examine the

schools, and especially for the exhibitions to Oxford and Cambridge, and that work is no doubt extremely well done. No fault is ever found with it. There is no doubt the best boys are selected, but really we know very little about the bulk of the school. We know in all schools, anybody who has had anything to do with education knows, that it often happens that the first class or certain classes are well attended to, and the bulk of the school is in quite an indifferent condition. I believe that the New Street schools are in a good condition, but I am not satisfied with the belief. I want to know the fact, and I feel that if Government Inspectors were appointed of the same kind as those now appointed by the Committee of the Privy Council, but with possibly higher attainments, at any rate with peculiar fitness for examining such schools, the governors would be able to say more definitely that they know what they only now believe, that the school is in a good condition. As a governor I am not satisfied with such a knowledge as I possess of the condition of those schools. To prove this I do not rely on mere fancy or whim. It is acknowledged on all hands, both by the public outside, and by the governors themselves, that for many years after the establishment of the second school in New Street, which goes by the name of the English department, the condition of that school was very bad. I believe no one will be found to deny that. I knew it perfectly well while I was not a governor. I knew perfectly well that merchants would not take boys from that school. They could not write. They could not do a common sum in arithmetic, and they knew perhaps, a little Latin. I am bound to say at once that the present condition of the school I believe to be good. I believe it has been entirely reformed, but I cannot believe that that school would, for 15 or 20 years, for four generations of boys, have remained in that disgraceful condition if there had been regular independent examiners to report to the governors every year. When the governors knew at the end of the first or second year that the condition of the school was so bad, as I am quite sure it was, of course they would have reformed it. They would rather have diminished the numbers if they could not have increased the staff of masters. They certainly would not have allowed it to go on in that very bad condition. Therefore, I say, I am not pleading for Government examiners on any fanciful grounds. I appeal to this one fact, no doubt found elsewhere as well as in Birmingham. The other point on which I wish to make a few remarks, and I feel equally strongly on that, is the fact that our schools in Birmingham do not compete in the Oxford and Cambridge middle class examinations. I see two honourable Commissioners here who both took a deep interest in the starting of that scheme and who were two of the most prominent men in starting it. I, myself, took some part in a more humble way. I was one of a deputation to Cambridge, with Dr. Temple, to urge upon that University to adopt the scheme, which they afterwards did, and I have watched the action of that scheme with very great interest ever since, and I am quite sure that it has done an immense deal in the country to promote the rather higher middle class education. Dr. Gifford, our head master at that time, very warmly entered into the scheme. He sent his schools in to compete, and continued more or less to do so, although the competition was not favourable to the school, particularly to the English department; but since that time the present head master has not competed to any extent, and I am the more anxious to mention the subject because it has been publicly stated in Birmingham that the head master informed the Board that the reason why the schools do not compete was owing to the remissness of the parents.

17,993. (*Lord Lyttelton.*) The parents not caring about the examina-

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tion?—Yes. Now, that I beg most distinctly, as far as my opinion is worth anything, to deny. In fact, I openly challenged Mr. Evans afterwards when this statement was made; I challenged him in print to prove this—I have the letter in my hand—to tell us how many boys he wished to send in, in what way he communicated with the parents, what were the parents' replies, and whether they refused to pay the small fees required. To that I have received no reply, for the very excellent reason, I believe, that no satisfactory reply was possible.

(*The Rev. C. Evans.*) I do not know whether I am in order, but I never received that letter.

(*Mr. Sargant.*) I sent a copy scored and directed to Mr. Evans—to his house.

(*Mr. Acland.*) Was this a published letter?—Yes.

17,994. A letter which has been seen by a great many persons?—Yes; it was published in a newspaper. I wish to put on your notes a denial of Mr. Evans' statement, and also to state my deep regret that the schools are losing the benefit of these examinations. I have nothing more to say. I am the only governor on this side, and perhaps you will allow me to say that Dr. Miller's statement, which was denied, was perfectly accurate.

17,995. (*Lord Taunton.*) Are you satisfied with the curriculum of instruction now practised in these schools?—Certainly not.

17,996. Will you state in what respects you think it deficient?—Because mathematics are very far too much neglected. At present no scholarships or exhibitions are given for mathematical knowledge, nor do they even count in the classical scholarships. At the same time I must acknowledge that the present head master is just as much in favour of the alteration as I am, and so are the governors.

17,997. Then what is the difficulty in effecting an alteration?—As far as the public is concerned the thing has not been done.

17,998. Where both governors and head master are willing to make these alterations, why are they not made?—No doubt they will be made hereafter, but the town council at the time they gave these heads were not aware of what the governors were willing to do.

17,999. (*Lord Lyttelton.*) Since you have been a governor, is it not the fact that the governors have turned their attention to the particular point of mathematical instruction?—Certainly.

18,000. (*Lord Taunton.*) Do you believe that a boy in these schools, who is perhaps a boy in the middle class of life, destined early in life to go into business with a view of earning his bread, receives an education which fits him for that purpose?—I think if mathematics were far more attended to, he would be still better fitted.

18,001. Do you find that the merchants and tradesmen of Birmingham are apt to resort to these schools when they want young men to introduce into business?—I have already stated that the English department, which contains at least as many boys as the other, was formerly in such bad odour, that it was the very last school from which a merchant would take a boy.

18,002. I understood that observation to refer to a past time?—Yes.

18,003. How is it at the present moment?—At the present moment I believe the education in the English department is a decidedly satisfactory one.

18,004. Do you believe that at the present moment a merchant, looking out for a good clerk, would be apt to go to this school for a boy?—I think he would consider it in his favour that he was educated for a certain number of years at this school.

18,005. (*Lord Lyttelton.*) Do you confirm the opinion of a former

witness, that if the nonconformists, and the town council, and the liberal element in the town generally, had been represented on the body of governors, the study of mathematics would have been probably promoted more than it has been?—I think so; and I think now that the introduction of that class of men would do a great deal of good to the body of governors.

18,006. (*Lord Taunton.*) Is physical science at all taught?—Yes, it is taught, and it is being more taught. The present head master is strongly in favour of it.

18,007. You think there is a disposition to adapt the instruction of the school to the requirements of the time, and, as far as I understand you, the present head master willingly accedes to movement in that direction?—Decidedly. I think the disposition of the governors is to support the head master in making the school the best that can be made, and I am bound to say that the head master himself, in the one matter of introducing and inducing the governors to sanction the introduction of competitive nominations, to the extent of one half of the vacancies, has done the greatest work that has been done in that school for a long time.

18,008. Do you believe the governors unduly interfere with the discretion of the head master in these subjects?—Not at all; in fact I have a leaning on the other side.

18,009. (*Mr. Acland.*) What is your opinion as to the feeling of the majority of the population of Birmingham on the subject of capitation fees, supposing the school to be made in all respects such as to meet their wants?—I think a very large part of the population would be in favour of capitation fees, provided they saw that those fees were at once applied to the extension of valuable education. They are willing to pay provided they can see the value received for what they pay.

18,010. (*Lord Taunton.*) Are you prepared to express any opinion as to what is the amount of capitation fee that it would be desirable to ask for?—My opinion is, and I think it is that of the other governors that it would be very desirable to take a high limit, as much as 10*l.*, to impose a very low one at first and gradually to work it up in such a way as to avoid the risk of too much diminishing the number of boys. It is a matter of very great importance in the school that there should be a pressure for entrance. I am sure the head master would be very sorry if he lost that, because it gives him a power of enforcing discipline by threatening expulsion.

18,011. (*Mr. Acland.*) When you say 10*l.* you are speaking of the classical school?—10*l.* the highest under any circumstances.

18,012. Do you also include the English department?—If you took 10*l.* that of course would be a maximum for both. I do not suppose that the English department would ever rise so high as 10*l.*

18,013. (*Lord Taunton.*) I conclude from the memorandum of the governors which is now before us that the feeling of the governors is very far from being unfavourable to the introduction of capitation fees?—It is highly desirable, and I have no doubt that the governors would have been delighted to have capitation fees years ago, but they feared the town would not allow it.

18,014. (*Mr. Acland.*) If capitation fees were adopted do you think it would be desirable besides the English department in New Street, to have several other schools intermediate between the high school and the elementary schools in other parts of the town?—Unfortunately the elementary schools have come to be that which the Act of Parliament in my opinion does not justify. The governors, in my opinion, have very much neglected the Act of Parliament. The words of the Act of

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Parliament are that the governors shall establish schools for the poorer classes. Now the elementary schools have come to a considerable extent to be schools for the middle classes, and what is wanted is that to which my name is put down, and as to which, if you will allow me, I should like to say a few words. I very much urged upon the governors, but they struck it out of their memorandum I believe, that schools should now be established of a lower class still than the elementary schools.

18,015. Following up your former answer, supposing the existing elementary schools to be continued as middle schools, are they in all respects what you would wish the secondary schools to be now or might they easily be made so?—They either are or could very easily be made so.

18,016. Would it be desirable to retain them as intermediate schools, and to have schools for the poorer classes outside them again?—That is precisely what I want.

18,017. (*Lord Lyttelton.*) Is it not the fact that the general charge for tuition in private schools is not above 6*l.*?—The only school that one can compare that school with, is the proprietary school at Edgbaston, and in that school the fees vary, I believe, from 14*l.* to 20*l.*

18,018. That is a school in one of the better suburbs of Birmingham, not in the town itself?—I should say the class of boys there are very much the class in the higher New Street schools.

18,019. The private schools generally do not charge so high as that?—I have no means of judging, I presume not. I am of opinion that the best course for the school to adopt is not to establish these schools of a lower class, but to subsidize such schools of a lower class already existing as have the sanction of the inspectors of the Privy Council. I believe that whatever schools the governors establish, will ultimately be too good for the purpose, and that it would be very much cheaper to spend 1,000*l.* a year in subsidizing 8 or 10 schools certified to be good by Her Majesty's Inspectors than to establish schools.

18,020. (*Lord Taunton.*) That is the way in which you would meet the complaint that is now made, that provision is not made for the children of the poorest classes?—Yes.

18,021. There is one point which I should like to have your opinion upon, if you are willing to give it, and that is about girls' schools. Are you prepared to express any opinion upon the desirableness of making use of the funds of this institution more largely for the promotion of education among girls?—I have not the slightest hesitation about the matter in saying that the middle class of girls (we are all middle class people in Birmingham) by which I mean the middle class of the middle class, neither the highest nor the lowest, are extremely ill off for schools. I must not say where I obtained the information, but I am convinced that the education of the middle middle class is disgracefully bad. I have not the least doubt of it. You will observe that the governors' memorandum recommends the establishment of girls' schools. I believe it is a matter of the very highest importance; I believe it would be far better to have girls' schools (different schools, not one school; with 400 or 500 girls) than it would be to extend the boys' schools.

18,022. Looking to what you know of the population of Birmingham, are you of opinion that girls of the class that you have described are much less well educated than their brothers?—Very much worse educated.

18,023. And often are less well educated than girls of an inferior description of life?—Very much worse than those who go to any school under Her Majesty's Inspectors.

18,024. How are they educated at present, generally; in what sort of schools?—They go to little schools where they are called "Miss," "Miss Smith," and so on. I believe that is the great recommendation. I believe that undertaking such schools is a last refuge for the destitute, for persons who can do nothing else.

18,025. And the education, such as it is, is very superficial?—I have not the least hesitation in saying that it is disgracefully bad.

18,026. (*Mr. Acland.*) Do you think if public schools were established for girls in the middle middle class in Birmingham, they would be popular with the parents?—I am sure the notion would be very popular, if they were well conducted. I am sure the schools would be popular. I think it would be desirable to establish several, not to have a great number of girls together. It would be much cheaper. You can educate a girl very much cheaper than you can a boy.

18,027. You would of course charge a moderate capitation fee?—Certainly, and I am sure the parents would willingly pay it.

18,028. (*Dr. Temple.*) You were in favour of subsidizing poor schools. Are we to understand that there are not poor schools enough in Birmingham at present in your opinion?—There are certain parts of the town where the clergy have the very greatest difficulty in keeping the schools alive. They really are obliged to go about begging for assistance from everybody in a way that it is painful to see. Now 100*l.* a year given for a school of that kind would make the clergyman's work easy, the school would be improved, and great good would be done.

18,029. What you are suggesting really is that the grammar school should do what in other places is generally done by the wealthier inhabitants, by the managers of the National schools?—That they should help in perhaps one-half or a fourth of the town when difficulty arises, for when you go to the manufacturing parts of the town, where there are no wealthy inhabitants whatever, then the clergy have the very greatest difficulty in keeping their schools going, and 1,000*l.* a year expended on those schools would be the means of very greatly improving and very greatly extending a considerable number of the schools.

18,030. Do you think there would be no reason to fear that the only result would be that this 1,000*l.* would save the pockets of subscribers instead of improving the schools?—I think one effect would be that the clergy would get it from the grammar schools instead of having to go about hat in hand. I do not think it would save the wealthy inhabitants, because wealthy inhabitants in these parts there are none.

18,031. I cannot quite see how you can consider that that is giving so much money to education. It appears to be saving the pockets of the persons who now subscribe?—I do not think the subscribers would fall off on that account at all.

18,032. (*Lord Taunton.*) Have you no fear that in selecting a certain number of these schools and assisting them by these contributions from this large fund, it might have the effect of discouraging the other schools of a similar description that were not so assisted?—I think not.

18,033. (*Lord Lyttelton.*) Would it not be imagined that they had an unlimited purse to draw upon for the whole town?—I think when applications were made the answers would very soon settle that matter.

18,034. (*Mr. Acland.*) Taking that scheme as a whole it would come to this, that the moderately wealthy inhabitants of Birmingham would pay for the education of their own children instead of getting it for nothing, and would *pro tanto* contribute to the education of the poor?—Quite so.

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GEORGE DIXON, Esq. further examined.

18,035. (*Lord Taunton.*) I think you wish to say something in reference to the question of pupils from the poorest class?—The wording that is put down in the statement of facts which I hold in my hand is merely a transposition of the words of the Report of the Association, and consequently the opinions that are expressed here are the opinions of the Association. "Other schools are wanted for the "children of labourers of a lower grade, as well as powers to enable "governors to establish or subsidize ragged and industrial schools." The fact, I believe, is not doubted by anyone that the poorest children in the town receive no benefit whatever from the funds of this school. As to the manner in which the funds should be made applicable to the education of the poorest class, that of course is a matter of detail, which would be well left to the governors to decide, but the principle of applying some portion of the funds to that education is what is strongly contended for by the association.

18,036. (*Lord Lyttelton.*) You do not mean that no portion of the funds is now applied to the education of the children of the poorest people?—In my opinion the poorest in Birmingham do not receive any benefit.

18,037. (*Dr. Temple.*) Are they excluded from the elementary schools at present?—Only 1,000 are admitted into the elementary schools. Of the 1,000 a large proportion are the children of smaller shopkeepers and the highest class of working men. The remaining 500 are taken from what we may call the middle class working men, and therefore, although there may be exceptional cases, yet I feel that I am quite right in saying that a very small number, if any of the remaining 500, come from what we may term the poorest class in Birmingham, and there is another reason why that must be so, and it is this, that the cost of educating a boy at the elementary schools is considerable, because although nominally free yet they have to pay for their books and other things that they are provided with, and I have been informed that the cost at the elementary school does not fall far short of the cost of educating a boy at the national school. Now what I was going to observe was this, that with reference to that class and also the whole of the working classes in Birmingham, I have a very strong opinion that it is of the very greatest importance that they should have either some positive or possible connexion with this foundation, so that whether the lowest schools were placed directly under the supervision of the board of governors, or the head master, or whether they were merely in some way affiliated to some of their schools, there should be some sort of connexion whereby the poorest boy in Birmingham might have the opportunity, if he were qualified by his industry and his talents of availing himself of that opportunity, that he should have the opportunity of rising from those lowest schools up to the highest. I think that a very small expense would be involved in an arrangement of that kind, because of course all the boys are not clever enough and industrious enough to take advantage of such a state of things, but if all had an opportunity of doing it some would avail themselves of it, and the remainder would be very much benefited by having the prospect of it or the possible chance of it.

18,038. It has been said that it is necessary to have a nomination in order to get into the elementary schools. Those nominations are not confined to any class of society whatever, are they? They are given I understand simply on priority of application?—I am not properly in-

formed upon that point, but I can answer the question in substance. I believe that no class is debarred from entering the elementary schools.

18,039. (*Lord Taunton.*) We now come to the observations under the head of "Masters." I believe you are prepared to make some observations upon that?—I think that the mere statement of the fact that the following is the opinion of the Association is almost as much as it is necessary for me to say. "It is now required that the head and "second masters should be selected from gentlemen in holy orders. "This is an unnecessary and invidious restriction on the governors' "power of selection." Of course it is evident that this is a restriction upon the choice of the governors, and in the opinion of the Association which I represent, it is possible that, if not at the present time yet at some future time, there might be very capable masters outside this somewhat limited area.

18,040. When you say this restriction exists, does that restriction rest upon any byelaw or only upon practice?—It is under the Act of Parliament. I do not wish it to be understood for one moment that the Association is desirous of expressing any opinion adverse either to the present masters or to any former masters. I can very readily conceive that there might be circumstances under which this restriction would operate injuriously, and it is supposed that the governors would, in the exercise of their discretion, take care that on no occasion did they ever allow themselves to be influenced by any other considerations than that of who is the best master for the post. I believe that there is one school in Manchester where this regulation is not acted upon, but I have not taken the pains to ascertain whether there are more instances than one.

18,041. (*Lord Lyttelton.*) Are the Association clear in their opinion that there should be no distinction between the head master and the other masters as to the requirement of being in holy orders?—Yes, that there should be no distinction.

18,042. Have they considered whether there is not a general opinion among parents in this country in favour of the heads of these large schools being clergymen?—I think that the opinion of the Association and of the town at the present moment would certainly be in favour of having a schoolmaster in holy orders, but I think that the ground for that would be to some extent, though I do not say entirely, because those gentlemen who are the most fitted for that post happen to be in holy orders. I do not say it is exclusively that.

18,043. (*Mr. Acland.*) Supposing that restriction were abolished, should you object to the restriction to a member of the Church of England or do you mean that to fall with the restriction to holy orders?—We advocate abolishing those restrictions altogether. I certainly think that would be felt less than the other.

18,044. Do I understand you to recommend that the head mastership of the school should be thrown open to all denominations, is that your intention?—No, the Association only asks that it should no longer be necessary for the head and second masters to be in holy orders.

18,045. (*Lord Lyttelton.*) The Association admit as a matter of history, that the school has always in its general character been a Church of England school?—So far as the opinions of the head masters are concerned, it has.

18,046. (*Lord Taunton.*) Is it matter of complaint that certain of the masters are permitted to receive boarders?—That is a matter of opinion, but it is the opinion of the Association that it is not advisable that masters should receive boarders.

18,047. Why so; what objection is there?—There are two reasons

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why they should not, one is that it is supposed that the time of the masters would be given to some extent and to an injurious extent to the education of the boarders, from whom of course a certain amount of profit would be received.

18,048. Which of the masters do receive boarders now?—The two head masters, I believe, have the power of receiving them.

18,049. (*Mr. Acland.*) Do you object to masters not residing in the schools taking boarders in their own private houses?—Decidedly, on the same ground; on the ground that it is desired that the whole of the powers of the masters should be devoted to the education of Birmingham boys, and that no part of it should be given to the instruction of boys coming from a distance.

18,050. Should you object to private persons opening boarding houses, and enabling pupils boarding with those persons to attend the school, supposing it should attain a great celebrity?—No, except so far as this, that there would naturally be an objection to the funds of the school being employed in educating boys from a distance, and not Birmingham boys; so far as that went of course there would be an objection. I was going to say that there was another reason in addition to that, or rather a corroborative reason, and that is one which is stated in the document that the governors have prepared, and it is this, a remark occurs that it would not be advisable to do away with the boarders because they not only give tone to the school—which may be, I do not deny that,—but also that some of the boarders have been amongst those who have attained the highest honours at the Universities. Now it appears to me, that that to a certain extent cuts the other way; that is, it shows that there has been a considerable amount of care bestowed upon these boys, and that consequently, to a certain extent, that may be said to have been abstracted from the general charge of the school.

18,051. I suppose the fact is that a great many gentlemen in Birmingham send their sons to boarding schools out of Birmingham?—A great many do.

18,052. Those boys are therefore benefited by other foundations. On what ground do you claim that a school which happens to be well endowed in Birmingham should be exclusively for the benefit of Birmingham, and should be no advantage to the nation at large?—I should answer that by saying this, that it is certainly a misdirection of the funds of the school. They were given for a certain purpose, and they are being applied to another purpose. Your question merely goes to say that it is wrong to do so in other schools. I quite agree with that; and I am perfectly certain that those gentlemen in Birmingham who send their sons to Rugby and to Harrow not only do already pay a very large sum for the education of their boys, but if it were necessary, in order to save the foundation from expense, to pay a little more they would be very willing to pay it.

18,053. Are you prepared to maintain the principle as one which this Commission ought to act upon that all local endowments should confine their benefits strictly to the locality?—I would wish to restrict my remarks solely to Birmingham.

Mr. Alderman Hawkes.

Mr. Alderman HAWKES further examined.

18,054. (*Lord Taunton.*) I believe you complain of the restriction on the part of the governors in the selection of sites for new schools?—Yes, and I produce a plan which will show your Lordship the inhabitants in the adjoining parishes, and also the area which induced the council to make that remark.

18,055. I believe the complaints in this respect have been in some measure met by the paragraph relating to that subject in the memorandum?—Yes, and therefore there is only one remark which I will trouble you with. The town of Birmingham designated in the Charter contains now a population of 212,000, that is, according to the census of 1861. The parish of Edgebaston, which adjoins it on the south-west, contains a population of 12,900, and the part of the parish of Aston which is within the parliamentary and municipal borough not being the whole parish contains a population of 70,000. We say, therefore, sites for elementary schools in these parishes are advisable, Birmingham parish being only the centre of the town. The governors in their memorandum also agree to that. Their words I think are "The Governors are of opinion that power should be sought to erect "additional elementary schools when the resources of the charity will "permit; such schools to be within the limits of the borough, but not "necessarily (as at present) within the town, parish, or manor of "Birmingham."

(*Mr. Whateley.*) I may just mention that this was imposed upon us by Parliament—not to go out of the parish of Birmingham.

(*Mr. Hawkes.*) It is stated by the governors in this memorandum that by that means two other parishes, the parish of Northfield and the parish of Yardley, situated outside this area, will be let in, but I have to add that it will also let in by the same rule several other parishes, namely, the parish of Handsworth in the county of Stafford, which is very populous.

(*Mr. Whateley.*) Handsworth is in now.

(*Mr. Hawkes.*) Contiguous to the borough is the parish of Handsworth, in the county of Stafford, the parish of Harborne in the county of Stafford, and the parish of King's Norton, in the county of Worcester, as well as the parishes mentioned in the memorandum. The scheme will include those parishes as well as those mentioned in the governors' memorandum.

18,056. (*Dean of Chichester.*) King's Norton and Northfield are not within the borough?—No, nor in the county; but they are contiguous parishes to the town of Birmingham.

18,057. (*Lord Taunton.*) Have you any complaint to make with regard to the audit of the governors' accounts?—The proposal is stated here exactly as we wish it—"That at present the examination of the "governors' accounts by public auditors, which has been adopted for "the first time during the last twelve months, is not imperative."

(*Mr. Whateley.*) The governors have made an order that it shall be imperative. We put a clause in our Local Act that the accounts should be audited and published every year, and they have been so ever since up to the present time.

18,058. (*Lord Lyttelton.*) What is your opinion as to the area from which the present body of governors are eligible?

(*Mr. Alderman Ryland.*) That is not a subject that we have thought of, but I think the plan mentioned in the memorandum is good, that the governors should be required to live within a certain radius, and that when they cease to possess the qualification for which they were elected, they should cease to be governors.

18,059. That is not the case at present?—No.

18,060. You agree with the proposal of the governors on that point?—Yes.

18,061. (*Mr. Acland.*) Do you extend that to the extent of 30 miles?—I do not see any inconvenience in taking 30 miles, because 30 miles now with railways, is not equal to seven miles formerly.

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Rev. W. Gover, M.A.

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Rev. W. GOVER, M.A., further examined.

18,062. (*Lord Lyttelton.*) If there is any important point which the deputation have not had the opportunity of mentioning, we should be glad to hear it.

(*Mr. Gover.*) I may mention with regard to the salaries that the feeling is very strong among the junior masters that there is no fair prospect for them in the school. The salaries of the junior masters are by one of the statutes limited to 250*l.* a year. That was a statute passed in 1860. Now the fair value of a man who comes from the University as an honour man is not less than 200*l.* a year.

18,063. When he comes?—When he comes. The consequence is the masters elected must be men who are just come from the University; if they are good men they are retained for a very short time, for they go elsewhere, or if they are not such good men they stay at the school dissatisfied with their position. The restriction of salary is felt to be a very great evil. One of the modes in which we were proposing to use the capitation fees, was in raising the salaries of the junior masters. Another question we wished to bring forward was that of boarders. There seem to be two reasons why boarders should not be allowed. One is on account of the excessive value of ground where the first and second masters' houses are, so that to appropriate the room used for boarders is to add largely to the school. Already that has been partly done since this Association has been formed, and I gather from this memorandum, that by taking the second master's house, 120 boys have been added to those in the New Street school. We should like to see the boarders taken away from the head master as a matter of space in order that the ground they occupy might be available for the purposes of the school in New Street too. Then there is a second objection to boarders, and that is the anxiety caused by a boarding-house, in the sacrifice of liberty, of privacy, and of time on the part of the master; I am using the words of Dr. Temple; and we think that in a great school like this, which is a great day school, the whole energies of the master ought to be concentrated upon making it fit for the education of Birmingham; the amount of gain to the master from a few boarders is far outweighed by the loss of time and the increase of anxiety in superintending those boarders.

18,064. Do the committee state of their own knowledge that the interests of the other boys in the school have been neglected as compared with those of the boarders?—No, I could not say that, certainly.

18,065. (*Mr. Acland.*) I think there are not any very large number of the boys in the upper school who go to the Universities?—Not a large number, but I am not prepared to say.

18,066. You know a good deal of the feeling of the inhabitants of Birmingham. Do you think that among the more intelligent of the inhabitants of Birmingham there is any feeling that the preparation of a few boys for the Universities unduly colours the education of the whole of the upper school?—I do, and that so far the introduction of Latin into some of the elementary schools has been a mistake rather than otherwise.

18,067. My question applied rather to the upper school, where Latin and Greek for instance are required. I believe they are required for all in the upper school, are they not?—I do not know the details.

18,068. Is it your impression that without altering the liberal education in its essential principles for the upper school, some relaxation of the system which tends to prepare for the Universities is desirable?—Yes, or rather that there should be a divergence in the scheme, so that

instead of having one school you should do what is being done gradually,—make the English school a mathematical school; there should also be a natural science school as well, so that several distinct branches of education should go on together in that great educational trust. It should embrace, not so much one school, as a combination of schools with different objects.

Deputations from Birmingham.

Rev. W. Gover, M.A.

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18,069. When you say "schools," do you mean that one set of boys will be entirely in the classical school, another set entirely in the mathematical school, and another set entirely in the natural science school, or that all the boys would have opportunities with a variation of system of going more or less into each of those departments?—I do not think you could organize the boys without separation of schools. If for instance one set of boys spent a great deal more time on mathematics than another set of boys who were giving that proportion of time to classics, they could not be classed together. You must keep them in distinct schools. Therefore we want rather a combination of distinct schools than one school. Such distinction of schools partly exists now in the English school and the classical school, and I would carry it still further.

Adjourned.

Thursday, 5th July 1866.

PRESENT:

LORD TAUNTON.
LORD LYTTELTON.
SIR STAFFORD H. NORTHCOTE, BART., M.P
THE DEAN OF CHICHESTER.
THOMAS DYKE ACLAND, ESQ., M.P.
EDWARD BAINES, ESQ., M.P.
PETER ERLE, ESQ., Q.C.
JOHN STORRAR, ESQ., M.D.

LORD TAUNTON, in the Chair.

DEPUTATION FROM THE TOWN OF BIRMINGHAM:—

EDWIN YATES, Esq., (Mayor); Mr. Alderman HAWKES; Mr. Alderman RYLAND; GEORGE DIXON, Esq.; W. L. SARGANT, Esq.; Rev. Canon MILLER, D.D.; Rev. W. GOVER, M.A.; Rev. R. W. DALE, M.A.; J. S. WRIGHT, Esq.

DEPUTATION FROM THE GOVERNORS OF KING EDWARD'S SCHOOL BIRMINGHAM:

Dr. LLOYD (Bailiff); Honble. and Rev. G. M. YORKE; T. C. S. KYNNERSLEY, Esq.; J. W. WHATELEY, Esq. (Secretary); Rev. C. EVANS (Headmaster).

Deputations from Birmingham.

Mr. Alderman RYLAND examined.

Mr. Alderman Ryland.

5th July 1866.

18,070. (*Lord Taunton.*) What relation do you hold to the borough of Birmingham?—I am a member of the Town Council and Chairman of the General Purposes Committee, to whom the Council has referred this matter, which is now under the consideration of the Commissioners.

Deputations from Birmingham.

Mr. Alderman Ryland.

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18,071. I believe there is one point on which you are anxious to make a statement to the Commissioners in addition to the evidence given yesterday?—Yes. I perhaps should say that I filled the office of mayor some years ago. I desire to call the attention of the Commissioners to a large educational institution in Birmingham, which is under the government of a mixed council. I refer to the Birmingham and Midland Institute. It was incorporated by Act of Parliament in the y[illegible] 1854. It is managed by a council of 25, comprising the mayor for t[illegible] time being, four members of the Town Council elected by the Council, t[illegible] headmaster of King Edward's grammar school, the Warden of Queen[illegible] College, the Chairman of the Government School of Art, together wit[illegible] 13 members of the Institute, who are elected by the subscribers to th[illegible] Institute out of their own body, the members of the Town Council[illegible] are elected by the Town Council out of their own body, and the head-master for the time being, and the other officers I have mentioned tak[illegible] by virtue of their office. This institute comprises in its classes from 800 to 1,000 pupils. These classes meet in the evening for instruction in mathematics, chemistry, and other matters of that kind, also including matters of general education such as history, English composition, and so on. It is in fact a Working Man's College. It has another department, to which I need not refer, which is of the character of a literary institute. It is the Working Man's College, or as we call it, the industrial department, to which I now particularly refer. I think I have stated that the number of pupils receiving education is from 800 to 1,000; one-fourth of them are females. This institution is governed very successfully and very well by this mixed board. The board comprises men of all opinions, both religious and political. I am a member of very many boards of management in Birmingham, and I know none which is better attended to and none which do their work better, both in reference to the results of the work and the mode in which it is done. The pupils who have been here educated have distinguished themselves very honourably indeed in the examination of the Government Science and Art Department, and in the Society of Arts. I feel that great good is done in the town by the institute. My object in calling the attention of the Commissioners to it is to show that a great educational institution may be governed with success by a board constituted as this board is. I need not go into any other details of the matter. I wish, if it may be allowed, to state that Mr. Sargant, who was examined here on the last day, and was formerly the chairman of the association, and also a governor of the school, omitted to make a suggestion which he is very anxious should be submitted to you, and if you will allow me I will state it. He thought it might be a suggestion which the Commissioners would not be sorry to have before them for consideration. It is in reference to the constitution of the board, and his suggestion is that, as the vacancies occur in the board of governors they should be supplied alternately by the Town Council, the magistrates and the board itself; for instance, say the first vacancy which occurs in the board should be supplied by a vote of the Town Council, the next vacancy occurring should be supplied by a vote of the body of magistrates, the next vacancy occurring should be supplied by a resolution of the board of governors itself, and so alternating one and the other.

18,072. So as to give each party a third share?—Yes; without any sudden disturbance of the present system. So far as my personal opinion goes, which may be of very little value, I wish to say that I most heartily concur in it; and I also wish to state that it is the result of Mr. Sargant's observations as chairman of the Grammar School

Association when the matter was under discussion, and also his having been present at the discussion of the governors themselves since he has been a governor, and what he heard fall in this room on Tuesday last.*

The Hon. and Rev. G. M. YORKE examined.

18,073. (*Lord Taunton.*) What relation do you hold to the borough of Birmingham?—I am rector of St. Phillip's, Birmingham, and Rural Dean of Birmingham.

18,074. How long have you held that situation?—Twenty-two years; and I have been for 21 years a member of the board of governors.

18,075. Will you have the kindness to proceed to make any general statement which you may think it right to address to the Commissioners?—In order to save the time of the Commissioners, it has been agreed by the deputation of the board of governors that I should make a statement answering each point which has been already laid before the Commissioners in the programme of the complainants, if I may so call them. Therefore I will now proceed to make that statement, taking each point as it appears on the paper in answer to the evidence of witnesses heard on Tuesday, July 3rd 1866.

Of the *eight heads of evidence* proposed by the deputations from the town of Birmingham, the constitution of the governing body is perhaps the one to which the Commissioners will wish the governors more particularly to address themselves. Whatever objections may be brought in the abstract to the principle of self-election, the governors are gratified to find that as regards the practical working of the system no grievance whatever has been alleged, although the inhabitants of Birmingham had been invited by the Town Council by public advertisement to furnish them with complaints against the management of the school. With remarkable unanimity the representatives of the Town Council and the Grammar School Association concurred in bearing testimony to the satisfactory manner in which the charity has been administered. The real gravamen against the governors resolves itself into two heads: 1st, that they have adhered to the system of self-election; and, 2nd., that they have exercised it in a narrow and exclusive spirit. The views of the governors on the former point have been already stated at length in the memorandum with which the Commissioners have been furnished; they will now content themselves with stating that the system of self-election has been prescribed by the charter and confirmed by Acts of Parliament; that it prevails at many of the great public schools, and is found to work well. As regards the second allegation the governors disclaim most emphatically the influence of political considerations in the selection of their colleagues. Whatever may have been the case in former times when party spirit ran high, and had been exasperated by formidable and costly opposition, it is not now true that the governors confine their choice to men of one political creed. At the present time a considerable number of the governors are of avowed liberal politics, while of others it would be hard for their colleagues to say to which party they belong. It is true that all the governors are members of the Church of England, a result caused, not by any unworthy jealousy of nonconformists, but by the conscientious conviction on the part of many of the governors that this is and ought to remain a Church of England school.

* For the particulars of this scheme see Appendix F.

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Neither can they allow the notion to be entertained without a protest that there is any disinclination on their part as a body to elect upon the board gentlemen who may happen to be members of the Town Council or who belong to other religious bodies than the Church of England, provided this may be done in the former instance without prejudice to the interests of the school, and in the latter *legally*, the intentions of the founder, and the later interpretations of the Court of Chancery and the Act of Parliament of 1831 being duly considered. On Tuesday last much stress was laid by two of the speakers upon the fact that a certain proposal for the admission upon the board of members of the Town Council and nonconformists had not been finally accepted by the governors. It is quite true that the governors, after mature consideration, did reject that proposal, under the conviction that it would have given general dissatisfaction; that while it would have offended almost all parties, and have conciliated none. That they were not mistaken as to the spirit in which it would have been accepted by the town was clearly proved on Tuesday last by the emphatic manner in which the mayor and other members of the deputation repudiated it. The governors, therefore, in rejecting the proposal, acted in entire accordance with the views of the Town Council, and, as they believe, of the great majority of the town. The representatives of the Town Council further assured the Commissioners that they would be satisfied with nothing less than the entire control of the board, thus placing themselves in opposition to the other gentlemen with whom they were associated, and proving most clearly the impossibility of devising any scheme which is likely to find favour with all parties. The governors submit that the alleged discontent has been exaggerated, and though they cannot hope ever fully to satisfy the Town Council, except by a complete abdication of their trust, they are convinced that a liberal exercise of the self-elective principle such as they are anxious to carry out is most likely to ensure the well-being of the school and the general approbation of the town at large.

As regards the other suggestions and statements of the Town Council and Grammar School Association, the governors would point out that many of their recommendations have been anticipated in the memorandum with which the Commissioners have been furnished, and that the remainder appear to them to be inexpedient. They submit the following brief answers to each point in the order proposed by the complainants. It is alleged that the school is not sufficiently extensive for the wants of the town. Granted:—but the governors have at present no power to impose a fee, and it is obviously unreasonable to expect a charity which has only lately attained an income of 12,000*l.* a year to educate gratuitously the whole population of Birmingham. The numbers of the school, however, have fully kept pace with and have even outrun the increase of income; they are at the present time rapidly progressive, nearly 300 additional pupils having been admitted during the last three years.

Admission of Pupils.

1. If the statement of the complainants be true, that the number of applicants for admission far exceeds the number admitted, is it not an evidence that the schools are popular, and are conducted to the satisfaction of the public? 2. The statement in reference to the selection of applicants has already been met by a recommendation of the governors (*vide* Memorandum, page 1017). Two-thirds of the entire number of nominations are given in strict rotation, according to priority of application; of the remainder, one-half are thrown open to

public competition. 3. The competitive system to which the complainants refer works admirably.

Capitation Fee.

The principle of the suggestion made under this head has long been under the consideration of the governors, who have prepared a scheme for the very object stated by the complainants (*vide* Memorandum, page 1017).

Examinations.

It is alleged that "The examinations of the elementary schools are "conducted by the head master, and that of the central school by "gentlemen appointed by the governors." The governors are at a loss to know who is more likely than the head master to examine the elementary schools with discrimination, and a full knowledge of what should be expected from them. That the present system has worked well is proved by the admitted excellence of these schools. It was alleged, by Mr. Sargant, that the present examinations were somewhat incomplete, that the reports dealt only in generalities and did not enable him to gain a minute knowledge of the state of the schools. The governors beg leave to submit the head master's report (Appendix E.), which was presented to them last year, when Mr. Sargant was a member of the board. It is true that most of the examiners of the central school are, in accordance with the Acts of Parliament, appointed by the governors. And it is difficult to see by what other system an abler or more independent set of men could have been selected. The list of late examiners comprises the following names: the Bishop of London, the Bishop of Chester, the Dean of Christ Church, the Master of Trinity, Cambridge, Canon Blakesley, the Public Orator, the Dean of Wells, the Hulsean Professor, the Head Master of Westminster, and many of the most distinguished scholars of the day. 2. It is objected that "the examination reports are not published." The publication of the examination reports was abandoned at the suggestion of the Bishop of Manchester, a former head master of the school. It was thought that a confidential report was likely to prove more unreserved. 3. It is alleged that "the curriculum of instruction is too much confined "to classical literature, and that mathematics and natural science are "not sufficiently attended to." French and German are taught by three foreign masters. Mathematics, including arithmetic form the predominant subject of instruction in the English school, where ten masters are engaged in teaching this subject every day. In the classical school the governors are informed that more time is devoted to mathematics than in any great public school; chemistry is taught by a distinguished professor, and instruction in natural science is given to a large number of boys in both schools. 4. The governors have already taken steps to secure for mathematics and natural science their due weight in the Exhibition examination, *vide* Memorandum, page 1022.

Night Schools.

There are serious practical objections to the use of the elementary school rooms for night schools, as proposed by one of the complainants. The scheme in principle has been already tried and was obliged to be abandoned. There are numerous other school rooms in the town better adapted for such a purpose. The governors have already sanctioned the principle of establishing evening classes in the New Street Buildings, *vide* Memorandum, page 1024.

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Pupils from the Poorest Classes.

It is alleged "that no provision is now made for the children of the "poorest classes." The elementary schools are freely open to the children of the poorest classes. The governors have also granted seven plots of valuable land as sites for schools for the poorest class; among these is an industrial school for destitute children at which there is a daily attendance of 150, educated gratuitously. This school was founded by a present governor, and is affiliated to King Edward's School by the *ex officio* appointment of the head master for the time being on the committee of management. The governors have also granted a commodious school-room of their own for the use of poor children in St. Martin's parish, the very parish of which the Reverend Dr. Miller, now one of the complainants, was the late rector. The governors have also contemplated the erection of additional elementary schools, as will be seen in the Memorandum, page 1024. As a proof that the present system of education opens avenues to the very poorest for rising to distinguished positions the governors think it right to state that last year an open fellowship and first class at Oxford were obtained by a young man who commenced his education in one of the elementary schools where the very poorest children are found, and was drafted by regular gradation from one school to another.

Girl's Schools.

The governors are fully alive to the want of good schools for girls, *vide* Memorandum, page 1024. The governors cannot quit this subject of school extension without expressing their conviction that, if they can escape the threatened opposition on the part of the town, with the aid of capitation fees and other means at their disposal, they may soon be enabled to extend the benefits of King Edward's noble foundation to the majority of the inhabitants of the town and neighbourhood.

As to Masters.

1. 2. As regards the removal of the restriction that the head and second masters be in holy orders, and the abolition of boarders, the governors differ in opinion from the complainants. Boarders do not interfere with the discharge of the master's duties to the other pupils, but are in many ways a great gain to the school. It was, indeed, suggested by the chairman of the Grammar School Association that the well-known distinctions of some of the former boarders of the school were due to the more exclusive attention which had been paid to them by the head master, to the prejudice of the day boys. A very slender acquaintance with the working of the school would convince Mr. Dixon of the utter groundlessness of such an imputation.

3. The suggestion in reference to the extension of area for the sites of new schools has been anticipated by the governors (*vide* Memorandum, page 1024).

Audit of Accounts.

Copies of the school accounts have been regularly furnished to the Charity Commissioners for many years, and have been accessible to all applicants. The appointment of a public auditor was initiated by the governors, and as he has entirely confirmed the accuracy of their books they are not likely to dispense with his services.

18,076. It has been stated to us, that in consequence of that kind of antagonism which appears to exist between the governors and a large part of the people of Birmingham with regard to the management of

the school, many useful purposes are deferred which would require Acts of Parliament to carry them into effect, from the apprehension that a costly and injurious litigation would take place in procuring those Acts, and that the school suffers in that respect. Do you believe that that is the case?—To a certain extent it is true, no doubt. The continued and repeated opposition of the Town Council to propositions made by the school, and the attempts which have been made to subvert the present mode of government of the school by that body, have given rise to that feeling in the board of governors, and they have been deterred, no doubt, from carrying out some very necessary reforms in consequence of the apprehension that they would be putting themselves to a very large expense, and also running the town into expense. I do not believe that opposition arises from a large portion of the intelligent inhabitants of Birmingham.

18,077. Still, I presume, it would be your opinion that if by any reasonable changes that would not interfere with the efficiency of the school management that feeling could be removed, and more free opportunity could be given for going to Parliament for any necessary alterations, that would in itself be a great benefit to the school, would it not?—I am quite of opinion that if any alteration could be made in the constitution of the board of governors without materially changing the character of the school, or without the prospect of introducing disputes and party agitation at the board, it would be most desirable, but I myself hold a very strong opinion that the school is a church school, and is intended to remain a church school, and that nothing should be done to alter the character of the board so as to affect the school in that respect.

18,078. I believe that with regard to the education given to the boys, there is little or no difficulty arising with regard to religious questions?—None whatever.

18,079. I understood you to state that you apprehended, without entering into the usefulness or propriety of the step one way or another, that it would hardly be legal to appoint a nonconformist as a governor. Upon what ground do you state that?—I state it upon the general interpretation of the spirit of the charter, in which the bishop is appointed the adviser of the school from the commencement. That view has been confirmed by the Court of Chancery, which in 1831, or about that time, drew up a scheme for the school, in which they introduced, as affirming the fact which I have stated, a provision that the head and second master should always be clergymen of the Church of England, and not only that, but they actually at that time had a provision that every member of the board should be a churchman. That was struck out afterwards, but to show their opinion as to the character of the school that was part of their scheme.

18,080. As I understand you, there is no express declaration that every governor shall be a member of the Church of England?—No; but it is very obvious that in the time of King Edward VI. there could be no such expression.

18,081. In subsequent Acts of Parliament, have there been any such expressions?—No.

18,082. I think your objection to the introduction of nonconformists in any number as governors rests rather upon your opinion that the general colour and intention of the school is of the Church of England rather than upon any express declaration that no nonconformist shall under any circumstances be on the board?—Precisely so. I ought to state that the opinion I have expressed so strongly perhaps is confined

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very much to myself. I think other members of the board do not take the strong view I take of it.

18,083. Are you acquainted with any other great schools of which the religion and leading colour may be said to be of the Church of England, but of which notwithstanding there are nonconformist governors that sit upon the same board and work very amicably with members of the Church of England?—I cannot answer as to that from my own knowledge.

18,084. I think you stated that there was in an Act of Parliament at one time a positive prohibition?—In the scheme of the Court of Chancery, and I suppose in the bill proposed to Parliament.

18,085. Do you know under what circumstances that provision was withdrawn?—No; but I refer you to Mr. Whateley.

18,086. (*Mr. Acland.*) Was it ever adopted, or was it only proposed and suggested?—(*Mr. Whateley.*) It was proposed by the Court of Chancery. The Court of Chancery originated that, and it was afterwards withdrawn. At the time when that Act was passed it was just at the passing of the Reform Bill in 1832, and everything was in confusion.

18,087. In point of fact, it never became a legal document?—(*Mr. Whateley.*) No; it was proposed by the Court of Chancery.

18,088. (*Lord Taunton.*) Was it withdrawn by the promoters of the bill?—(*Mr. Whateley.*) There was an application to the Lord Chancellor to re-hear the cause for the purpose of considering it, but Lord Lyndhurst, who was the Chancellor at that time, thought, under all the circumstances, it would be better that that clause should be taken out of the scheme. It was inserted in the scheme by the Master of the Court of Chancery as the authorized qualification for governors at that time, and on the precedent, which he quoted, that in many schools of this kind the qualification that he should be a member of the Church of England was inserted, which I believe does exist at the present time. He held that King Edward's school was established for the purpose of promoting the reformed religion of the country. That was the basis of the ground for the qualification of the governor that he should be a member of the Church of England, but inasmuch as it was not in the charter the Lord Chancellor thought it should be taken out of the scheme, and it was withdrawn under those circumstances.

18,089. (*Lord Lyttelton to Mr. Yorke.*) The governors intend, if they see no difficulty in the way, to apply for an Act of Parliament shortly to carry several reforms into effect?—(*Mr. Yorke.*) No doubt they do.

18,090. With regard to the dissenting question, have you looked into the evidence for what has been stated that there have been times when there were not only nonconformists on the board, but they were a majority?—Yes; I have heard it often asserted. I have my own theory upon that point, and it is this, that there was a time, of course in the time of the Commonwealth, when almost all these institutions must have fallen into the hands of Puritans, and they kept possession of them no doubt for a very great number of years. What seems to give colour to that supposition is that almost all the dissenters, as I understand, who were on the board years ago were of one description, namely Unitarians, and the Unitarians, as we know, were the successors of the old Presbyterian body; I think that accounts for the predominance of dissenters at one time.

18,091. Can you state whether in any of the elementary schools connected with the foundation there are a considerable number of children of the ordinary working class of the town, below skilled labourers?—No;

I cannot say that. I think that the elementary schools, though of course they were originally intended for children of all the poorer classes, have by their improvement become by a sort of tradition to belong to the upper class of mechanics. In my own experience I scarcely know an instance of a poor person coming to ask for admission to one of these schools. I believe one reason is that the knowledge that there is some expense for books deters them from coming. In my experience I scarcely know an instance of being applied to by a very poor person for admission to one of those schools. May I add to what I stated with respect to the alteration of the system of election, that, as it appears from the examination on Tuesday, nothing will satisfy the Town Council but the complete surrender of the present position of the governors, and the present system of election, it is therefore scarcely possible to hope that any modification would satisfy them.

18,092. Has it ever occurred to the governors to consider whether it is equally important that the second master should be in holy orders as that the head master should?—No, I do not think that has ever been considered.

18,093. They have always considered them on the same footing?—Yes.

(*Mr. Kynnersley.*) With respect to the elementary schools, I am just informed by Mr. Evans that there is a very large proportion of poor people, particularly in some schools, and that the expense of the books is about 12*s.* a year only.

18,094. (*Lord Lyttelton to Mr. Alderman Ryland.*) Has it been ascertained at what times the presence of dissenters on the board, and possibly a majority of dissenters, prevailed?—(*Mr. Alderman Ryland.*) I made it the subject of inquiry some years ago. The tradition which was handed down to me by my father, who is now dead, and to others is this, that at one time the majority of the governors of the school were nonconformists, whether Unitarians or not I do not know, very likely many of them were such, and that they lost it. There was a vacancy to be filled up and they lost it by the absence of one of the then governors who loved fishing rather than his duty at the board. The scale was turned, and from that time to this the number of nonconformists has decreased, and since the majority fell into the hands of the established church no nonconformist has been elected.

18,095. Is the date of that occurrence known?—I could not ascertain the date; it is a very long time ago.

(*Mr. Evans.*) I have made a careful inquiry into the subject, and I can find not the slightest trace of such a state of things in the records of the school.

(*Mr. Alderman Ryland.*) They would not show the religious opinions.

18,096. (*Lord Lyttelton to Mr. Gover.*) Do you know anything about that?—(*Mr. Gover.*) No.

18,097. (*Mr. Baines to Mr. Yorke.*) Have we been correctly informed that at the present time there is even a majority of dissenters among the population of Birmingham? Do you concur in that?—It depends on the census, which I think was very imperfectly taken, for one day of the attendance in churches and chapels. I believe that is the only foundation for that report.

18,098. Will you allow me to ask if it depends wholly upon that, or if it does not also depend upon a list that was given in that census of the number of churches and chapels with the number of sittings belonging to those places in the Church of England and among the nonconformists?—Precisely so.

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18,099. Did not that show a very large majority on the part of the nonconformists?—I do not think anything can be founded upon that.

18,100. Will you allow me to ask whether that is the fact?—Yes, I believe that is the fact.

18,101. (*Sir S. Northcote to Mr. Yorke.*) Do you dispute the inference drawn from that fact that there is a majority of dissenters?—I conceive they are very nearly equal. I do not think there can be a very large majority of dissenters. I would only remark that I believe there are more services in Church of England churches generally, and if the whole attendance in the day were taken, I doubt whether the predominance would be great. Nothing I think can be founded on the idea that the Sunday schools are larger, because, of course, the number of attendances in Sunday schools of the Church of England is very much diminished since our day schools have been so good, and there is not the same effort to keep up Sunday schools.

18,102. (*Dean of Chichester.*) Have the Town Council expressed a desire to obtain the exclusive management of the school?—Decidedly.

18,103. Was there a refusal on the part of the nonconformists to admit the last census to be conducted on the system of the former census?—I cannot answer that question.

18,104. (*Mr. Acland.*) The statement of the wish of the Town Council to monopolize the whole management of the school is not I think supported in your opinion by the general feeling of Birmingham and unless I am mistaken is not supported by the School Reform Association is it?—No; I think not.

18,105. (*Mr. Erle.*) There is only one question I wish to ask as to the system of admission of boys, I understand that the practice of nomination of applicants for admission to the school by individual governors is relinquished as to a large proportion of the boys, but is it retained as to any considerable proportion still?—About half I think.

18,106. There is no joint consideration of the merits of any particular claim of admission by the governors?—No, not at present; but it is proposed that the individual nomination should be abolished, and that only a very small number of nominations of free children should be retained and that those should be disposed of by the board.

18,107. (*Lord Taunton.*) If any gentleman on the part of the governors has anything to add to what has been already said we shall be glad to hear him?—(*Mr. Yorke.*) I wish only that this paper should be taken into consideration; the report of the head master of the examination of the elementary schools, as it shows that a very particular examination was gone into and the returns were made upon certain heads of education as to the numbers of boys and girls who passed, and in what grade. (*See* Appendix E.)

18,108. (*Lord Taunton.*) Now I would ask the gentlemen on the other side, if I may use the expression, whether there are any points on which they are desirous of making any further statements to the Commissioners?—(*Mr. Alderman Ryland.*) I should like to state this in reference to the allegation that the Town Council require the whole control of the school. We wish to be understood as objecting most strongly to the principle of self-election, and that when any application is made to Parliament again, no doubt the Town Council will feel it their duty to take the position they have always done. It is upon that principle we made the suggestion contained in the memorial; they do not mean to say that if they do not get the whole of that suggestion they would go on fighting time after time. We wish to see the prin-

ciple of representation recognized in such degree as, after consideration, may be deemed the wisest.*

(*Mr. Yates.*) Will you allow me to recall the attention of the Commissioners to the fact that in 1842 the Town Council were willing to accept five additional governors of the school to be appointed by the Council, leaving the others to be elected by the board of governors, and in 1861 the Town Council wished to introduce a clause into their Improvement Bill providing that the mayor, for the time being and during the succeeding year of his office, should be a member of the board, and it was only in 1865 that the nomination was recommended to be in the hands of the Council, and then a nomination not out of their body; nine only of their own body, six from the magistrates, and the other six as stated in the memorial. I mention it to show that the Council are willing to accept a compromise.

(*Mr. Whateley.*) May I be allowed, on the part of the governors, to say that that question was brought before the House of Commons. The governors were passing a bill through the House at that time, Mr. Wise brought that question before the House of Commons, and it was thrown out by a majority of 55. The question was fully discussed as to the proposition which the mayor has now stated.

J. Wright, Esq., examined.

18,109. (*Lord Taunton.*) What situation do you hold in reference to Birmingham?—I am a manufacturer; I am also acting chairman of the Council of the Birmingham Chamber of Commerce, and secretary of the Free Grammar School Association. I will not take up your time at any length, but simply put in a paper in which the expenditure for the central and elementary schools is analyzed. (*See* Appendix G.) I would also state that in Birmingham the cost of the education in the children's public schools principally belonging to the Established Church is about 1*l.* 8*s.* per annum, whereas in the elementary schools belonging to the Free Grammar School it is about 3*l.*

18,110. (*Mr. Acland.*) Is that exclusive or inclusive of buildings?—Exclusive of interest on buildings. Will you allow me to state that a very important educational institution, and a similar charity to ours in

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* I desire to add the form of advertisement referred to in the statement read by Mr. Yorke, and, as I consider, inaccurately described as "inviting complaints against "the school." The committee, having due regard to the letter addressed by Mr. Roby to the Mayor, informing him that the Commissioners would hear such witnesses as the council might consider fit to represent the opinion of the inhabitants of Birmingham, felt that they would be guilty of a neglect of duty if they did not announce to the inhabitants by public advertisement the opportunity thus afforded to them of being heard. The committee accordingly inserted in each of the Birmingham newspapers the following advertisement. No communication was received in reply to it:—

"Borough of Birmingham.

"The Free Grammar School of King Edward the Sixth.

"Notice is hereby given, that the general purposes committee of the council of "this borough is prepared to consider written communications from gentlemen "desirous of giving evidence before the Schools Inquiry Commission respecting the "Free Grammar School of King Edward the Sixth in this borough.

"The inquiry will be held on the 15th and 17th of May instant, and all communi-"cations relating to it must be addressed to the Mayor, and forwarded to the town "clerk's office not later than Saturday next the 5th instant.

"By order,

"Thos. Standbridge,

"Temple Street, May 1st, 1866. "Town Clerk."

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the city of Edinburgh in connexion with Heriot's Hospital, has about 3,000 children of the very poorest class under instruction, of the class which this association suggests that a part of the funds of the Free Grammar School should be appropriated to. A very efficient education, I believe, is given them for the sum of 1*l.* 4*s.* per annum, exclusive of the cost of the buildings and repairs. I believe the system works exceedingly satisfactory. From inquiries amongst the schools in Birmingham I find that there is a need for such institutions in Birmingham. I quite concur with Mr. Yorke that in the elementary schools the children of very poor persons are not educated. I may say, having conversed with a considerable number of the poorer working classes of Birmingham, that they consider they have but very little share in the benefits of the Free Grammar School of Birmingham; the better part of the working classes, or small shopkeepers, do to some extent avail themselves of the elementary schools, but I apprehend they are mainly the children of clerks and shopkeepers, and therefore I entirely endorse what Mr. Yorke says. Many of them are deterred because of the expense of the books, which is considered to amount to as much as they would pay altogether in the other public schools of Birmingham.

18,111. (*Lord Taunton.*) Do you consider it would be expedient that any portion of the funds from this institution should be applied to the direct education of the poorest classes of society, or do you think it would be sufficient if means were provided by which those boys that went to the national schools and the schools especially that are now applied to the education of the poorest classes, those who showed an aptitude for a higher kind of education, could obtain the means of passing into these other schools and so get on in life?—That is the idea I believe of those who have thought most about it. They believe that there should be entirely free schools for the very poorest classes, and that there should be facilities for those boys who have an aptitude for learning to pass into the highest schools. One of the most zealous clergymen of Birmingham, who has the largest number of children under his care in Birmingham, told me yesterday that there was a great need for schools for the poorest classes, I mean the Rev. Mr. Burgess of the Bishop Ryder schools. He has at least 2,000 children under his care, and he thinks it is a great grievance that the rich people of Birmingham should have their children educated for nothing while there is a great want for schools for this class, and those in existence are sustained with difficulty.

18,112. Am I to understand that you think it would be well to have the education of the poorest class to be provided for by the State in the manner it now is, without applying any part of the funds of this institution for that purpose in a direct manner, but at the same time, to encourage those schools by applying a part of these funds in the way of exhibitions or encouragements such as might be devised for the more promising boys of these poor schools to obtain a higher education, and thus to promote their future progress in life?—Our feeling is, that if you have capitation fees for those who can afford them, and there is a large number of parents in Birmingham, who will not now avail themselves of that central school because they look upon it as a charity, they would be glad to avail themselves of it, and by means of capitation fees you would increase the income of the school, and then we believe, a considerable portion of the funds might be applied for the education of the children of the poorest classes. I would remind the Chairman, if he would allow me, that the State does not educate the poorest classes, at the moment. In the 20 years from 1843 to

1862 the Government made grants in aid of education and buildings in Birmingham to the extent of 40,000*l.*, which amount was supplemented by the weekly payments of the children and the contributions of the congregations and friends in connexion with the schools to the extent of probably 80,000*l.* or 90,000*l.*, making a total of about 120,000*l.* or 130,000*l.* applied to the education of the children of the working classes in Birmingham; during the same period the governors of the Free Grammar School spent about 200,000*l.*, part from income and part out of capital, in erecting buildings and providing free education for a comparatively small number of children belonging to the more wealthy part of the population; thus the poorest classes had to pay part of the cost of their children's education, the deficiency being supplied from the general taxation of the country, whilst an immense revenue was appropriated to the education of the children of the better classes. This is felt, especially by those of the working classes, who have thought upon it, to be unjust. One of the witnesses on Tuesday was not quite aware whether there were any public schools that were managed by corporations: I refer you to the City of London school, perhaps the most successful public educational institution in this country, which was established through the exertions of a member of the Common Council, about the year 1835, and is entirely managed by the corporation. The schools at Glasgow and at Edinburgh also, are managed by their own corporations, and are, I believe, very successful. With reference to capitation fees, you are probably aware that in Glasgow they pay fees varying from 7*l.* to 13*l.* per annum, and in the City of Edinburgh somewhat less. We generally concur with the governors as to the question of capitation fees.

18,113. (*Mr. Acland.*) Do you not think that one of the main difficulties which has to be dealt with in this case is the removal of social jealousies between two important and highly respectable bodies in the town of Birmingham; is not that really the great object to be aimed at?—It is one of the great objects that would be answered if we can have a mixed body of governors in which the representative principle was admitted. I think it would create peace, and be productive of the very best effects.

18,114. May I ask your own personal opinion, as distinguished from any official opinion which you may feel bound to maintain, do you not yourself think it very desirable that the existing body of governors and those who have the confidence of the ratepayers should be in some way brought together?—I think it of the highest importance. My own private feeling before the association was formed, and the matter publicly discussed, was this, that as the present governors die out the corporation should be allowed to fill the vacancies to the extent of one-third, and the magistrates another third; that the component parts of the governors would be, one-third magistrates, one-third corporation, and one-third self-elected. I believe some such scheme as that would be approved by the town at large.

18,115. Should you think it desirable to promote some arrangement by which the more highly educated professional class should be represented in the governing body?—I think it exceedingly desirable.

18,116. Is it not the fact that in Birmingham, unless their position was made tolerably agreeable to them, that their other avocations would make them very reluctant to go into party strife in public politics, and therefore it would be desirable to give them an assured position in some degree on the board?—I think so. We are generally speaking against the election of the governors for life, but we are very desirous, I know of no exception to it, of having the professional classes fully represented.

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18,117. Would it not be better to take some measures in the constitution of the board to facilitate the election of educated professional men rather than to oblige them to reach the board through municipal elections?—I think the municipality should be bound to select a certain number that were members of a university or the learned professions, and that the magistrates should select a certain number also, and that then it might be left to the combined bodies to select any other parties.

18,118. Considering how much interest you have yourself personally taken in the subject, may we take it as your personal opinion, separating it entirely from your municipal opinion, that some mixed scheme of that kind would probably succeed and be acceptable to the town of Birmingham?—I am sure it would be acceptable to the town of Birmingham, and I feel it would succeed.

18,119. If the most intelligent persons interested in this question are of opinion that gratuitous education should be modified, especially as regards the middle and upper classes, is it not important to the success of any scheme of capitation fees that the popular party of the town should go along with that of the existing governors in recommending capitation fees. I mean would not the existing governors have great difficulty in carrying a scheme of capitation fees without the support of the popular party in the town?—I think if you will provide for a number of free admissions in the schools, you would find the great mass of the people in the town would go with the governors, and you will find sufficient persons in Birmingham, which is rapidly increasing in wealth, willing to pay fees. Within two or three miles of the centre of Birmingham a charity which was originally founded for the building of bridges, has now been devoted to the erection of schools. They have excellent schools. It is a comparatively poor district, but they charge about 4*l.* per annum. The school is full, and there is an equal number, I believe, of scholars, or very nearly so, applying for admission at the present moment. The Handsworth Bridge trust I refer to.

18,120. Is it not the fact also that the present system tends very much to depress the market value of education in all the schools in Birmingham?—My own opinion it is so. The effect of this school has been to destroy nearly all the private schools in Birmingham. My own feeling is that if there had been no charity of this kind, the people of Birmingham would not have been worse educated. I admit that the education is improving.

18,121. Is it your opinion that what may be called the popular party in Birmingham are not at all desirous to depress the liberal and even classical standard of education in the upper part of the school?—I am sure it is not so.

18,122. They are desirous to support it?—Yes; and the feeling is that we should like to raise the education as much as possible, in fact to make Birmingham the best educated town in the country. One word more, there is a general feeling that the holidays in the school at Birmingham are so excessively long as very much to diminish the effect of the school. The calculation is that there are perhaps not many more than 150 working days given to school education in a year.

(*Mr. Kynnersley.*) May I make one observation with respect to the Handsworth Bridge school? The trustees of that school are self-elected.

(*Mr. Wright.*) In answer to that I may say that there are a number of dissenters upon that bridge trust, and I believe they were nominated by the Court of Chancery.

(*Dr. Storrar to Mr. Wright.*) Have you turned your attention to the

subject of the education of girls in Birmingham, and as to how far it might be possible to apply a portion of the funds of King Edward's charity to the education of girls?

(*Mr. Wright.*) I have, with many others, thought it most desirable. A friend of mine felt so much about the matter that he was prepared, if this grammar school could have been placed on a popular foundation, to have subscribed several hundreds of pounds to have founded a girls' day school for the middle classes in Birmingham. There is a most lamentable deficiency. I have daughters myself, and therefore I feel it, and very much regret that we have not an institution the same as has been suggested, and I believe concurred in by the governors, a middle class day school. I believe, properly conducted in connexion with this institution, it would be the greatest benefit to the middle classes of Birmingham.

18,123. (*Lord Taunton to Mr. Gover.*) I believe you wish to make some statement to the Commissioners in regard to the scheme of the government of the school that was suggested by Mr. Sargant?—(*Mr. Gover.*) Yes. The first nomination, he proposed, should be in the hands of the Town Council, they themselves electing a member from their own body; the next from the magistrates electing one from their own body; the third elected by the governors themselves; the fourth elected by the Town Council, not out of their own body; the fifth elected by the magistrates, not out of their own body, and the sixth by the governors again. There was one point further on which I wish to make an observation. In the memorandum it is said,—Is not the excess of applications for admission proof of the popularity of the elementary schools? I do not think we any of us doubt the goodness of the elementary schools, though I believe that the teaching power is not sufficient for the numbers; but it is rather, I think, a proof of the want of educational room for the numbers that are applying, and I think this point is very important to bring out, because my impression, from a close knowledge of many schools in Birmingham, is, that the upper classes of the working class are not only taking up these elementary schools, but that they are absorbing places in our national schools, that the social position of the parents of children in our national schools now is better than it was 15 or 20 years ago; in other words, the increase of the better class of artizans in the population has far exceeded the advance of educational means in Birmingham, and the poorest, therefore, are going to the wall. That was one of the reasons why we wished, in any alteration, that this trust should devote part of its means to secure that the very poorest classes are educated.

18,124. (*Mr Acland.*) I think you stated yesterday that there was a long period of delay after the examination of children before they were admitted into the schools, have you had an opportunity of verifying that fact and have you any remark to make on that subject?—The head master tells me it is not the case now, that he always examines and admits at once; but then he only examines for the number of vacancies. The correction does not therefore militate against the way in which I used the fact, namely, as proof of the want of means for education and of the excess of applications in those schools.

18,125. You did not intend to speak of it as anything in error now but in former times?—It was within two or three years.

(*Mr. Evans.*) No, it has not occurred within three years.

(*Mr. Kynnersley.*) May I hand in a list of the governors? (*See* Appendix H.)

(*Mr. Evans.*) There is one remark I should like to make in reference to a statement made I think by Mr. Wright, and I am quite sure he

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would wish to be accurate on the point; he referred to Mr. Burgess, a very laborious clergyman of Birmingham who has large schools of the very poor children. Mr. Burgess is loud and constant in his complaints to me that our own school is constantly drafting off his children; our school being free offers an attraction to them, and the consequence is that we get a large number of these very poor children whom Mr. Burgess is educating. I think that there is some mis-conception with regard to the constituency of our elementary schools. There is a considerable element of the very poor, particularly in the Gem Street school.

APPENDIX A.

APPENDIX A.

STATE of PUBLIC FEELING which led to the Formation of the FREE-GRAMMAR SCHOOL ASSOCIATION.

The Corporation of King Edward's School in Birmingham being a close one, has always been to a great extent beyond the influence of public opinion. Occasional efforts at reform have been made by a few public spirited individuals; but these efforts were necessarily spasmodic, and in the intervals public opinion was seldom expressed or deferred to. The result of this state of things was,

1. General ignorance respecting the constitution, management, and work of the School.
2. Absence of public opinion on many points of great importance.
3. Apathy arising from ignorance, and from having no responsibility, and no power.
4. The efforts of public spirited individuals were checked in the direction of education by having no power over King Edward's School, and at the same time by being prevented from working on an independent foundation in consequence of the direct competition on the part of King Edward's School on the one hand, and by its deadening influence over the benevolent public on the other.

The information possessed by those who took an interest in the School was unsatisfactory on the following points:—

1. The Governors had long been of one religious and political party, vacancies at the Board were always filled up from the friends of the existing governors; old fashioned ideas and customs were thus perpetuated, and such changes as were called for by the advancing spirit of the age were too long delayed.
2. Proportion of funds devoted to classical education excessive. The proportion devoted to the education of the richer classes still more excessive. The High schools absorb more than three-fourths of the income of the foundation; the Elementary schools less than one-fourth; and it is believed by many that, with very few exceptions, the parents of the boys in the High schools are quite able to pay for the education required by their sons, and that on the whole the education thus paid for would not be inferior to what they have hitherto received at King Edward's Schools.

   The Elementary schools are not attended exclusively by the children of the working classes, perhaps not more than one-half are from these classes, and whilst the richer classes are saving universally by sending their sons to the High schools, the working classes save nothing by sending their children to the Elementary schools, inasmuch as though nominally free, the cost of books, &c. brings up the charge to almost if not quite the amount of fees paid at the national schools.
3. There was an absence of power, even if the wish existed, to charge capitation fees.
4. The education granted was monopolized by comparatively a few.
5. The mode of admission was so bad as to make some doubtful whether the School did more harm than good.

APPENDIX B.

HISTORY of the FORMATION and PROCEEDINGS of the GRAMMAR SCHOOL ASSOCIATION.

November 11th, 1864.

A general meeting was held, summoned by 33 of the leading gentlemen of the town, of all shades of political and religious opinions.

This meeting was attended by 48 gentlemen whose names were given in the papers, "and others"; these 48 represented every profession and class in the town except that of the working-men.

At this meeting the following resolutions were passed:—

1. Her Majesty's Government having announced their intention to appoint a Royal Commission to enquire into the grammar schools of this country, resolved, that an association be now formed for the purpose of preparing evidence to submit to the Commission so appointed, and to investigate generally the condition, management, and government of the school.

2. That all persons agreeing in the foregoing resolution be and are hereby invited to become members of this association, and that the following gentlemen (50 in number), with power to add to their number, be invited. (*See* List of Committee annexed.)

3. That the Committee now appointed be instructed especially to inquire into and report on the following points:—

1. The extension of the benefits of the foundation.
2. The provision of a better mode of admission of scholars.
3. An improvement in the method of electing the Governors.
4. An improvement in the present system of education.

June 5th, 1865.

On the 5th of June 1865, this Committee presented a report to a general meeting of the members of the association, which report was adopted and circulated. (*See* Appendix C.)

June 12th, 1865.

On the 12th of June 1865, the Committee was reappointed for the purpose of conferring with the governors of the school on the subject of the reforms recommended in the report of the association.

October 13th, 1865.

The Committee of the Association then conferred with the General Purposes Committee of the Town Council, and arranged that a joint deputation from both bodies should wait upon the Governors of King Edward's School, and that the Recorder should be asked to be their spokesman. Accordingly on October 13th, 1865, the conference with the Governors took place.

COMMITTEE OF THE GRAMMAR SCHOOL ASSOCIATION.

Albright, A.	Eagles, J.	Morgan, W.
Baldwin, J.	Fletcher, R.	Osler, F.
Bache, S.	Forster, Dr.	Phillips, Ald.
Barlow, W.	Goodrick, G.	Phillips, Jacob
Baker, Geo.	Gover, Wm.	Poncia, Jno.
Baker, J. E.	Graham, Jno.	Pickering, Jno.
Blews, W. Hill	Hebbert, J. B.	Sturge, Chas.
Bridges, Chas.	Harris, W.	Sargant, W. L.
Bubier, G. B.	Heath, Chas.	Smith, Geo.
Bartleet, Wm.	Hinks, Jno.	Smithson, Geo.
Chance, R. L. Jun.	James, Thos.	Thornton, S.
Clarke, C.	Johnson, G. B.	Tyndall, H. W.
Cooper, J. A.	Johnson, G. H.	Turner, George
Cutler, Ald. J. W.	Luckcock, H.	Turner, J. P.
Cutler, J. H.	Lloyd, Ald.	Timmins, Saml.
Dixon, George	Malins, D. Junr.	Vince, Chas.
Dale, R. W.	Middlemore, W.	Wynn, J. C.
Dawson, Geo.	Manton, H.	Wright, J. S.
Evans, Sebasn.	Matthews, C. E.	

Deputations from Birmingham.

APPENDIX C.

APPENDIX C.

I.

REPORT OF THE GRAMMAR SCHOOL ASSOCIATION.

Your Committee have inquired fully into the subject of the mode of electing the Governors, and are of opinion that the present mode of self-election is quite indefensible.

One of the greatest of many evils which it causes is that it fails to secure the necessary harmony between the Board of Governors and the Town Council. Both of these bodies have corporate funds at their diposal, and can legally apply them to promoting or opposing any parliamentary bill which may appear to affect their interests. So long as the two bodies are at variance, there is danger of a large expenditure in litigation. Unhappily a considerable sum of money has already been spent. The Governors have not applied to Parliament since the year 1842; but in that year the Corporation appeared in opposition to them. What money was then spent your Committee have not learnt.

In 1861, the Town Council introduced into a bill a clause to give the Mayor and Ex-mayor seats as Governors of the school. The clause, in consequence of the threatened opposition of the Governors, was withdrawn after a considerable expense had been incurred.

This state of things produces another evil. The governors of the school would doubtless have been disposed from time to time to get powers from Parliament to adapt their measures to the growing population of the town, and the increased income of their trust. Under the sanction of the Charity Commissioners they could have done this without any great expense; but they must have been unwilling to run the risk of a protracted and expensive contest with the Town Council. The town has thus been deprived of the advantages which it would otherwise have enjoyed.

Your Committee have ascertained that dissatisfaction is generally felt as to the elections by the Board of Governors. It is alleged that the gentlemen elected, though highly honourable men, have not been in many instances the best who could be found. The obvious and unquestionable cause of these unfortunate selections has been the partizanship of the board. Some men of liberal politics have of late years been elected; but in no instance has any nonconformist been elected. Now there is nothing in the constitution of the school, or in the Acts of Parliament relating to it, which should prevent dissenters from acting as Governors. The conduct of the board is in unfavourable contrast with that of the trustees of the Manchester school where churchmen and dissenters sit together.

It is remarkable that of the six successive members of Parliament for the borough only the late Mr. Spooner, a conservative, was elected a Governor; and that of the 22 successive mayors, not one has been elected as Governor: so that of the highest officers elected by the town during 30 years, only one has ever become a Governor of the school.

II.

Your Committee have made inquiry as to the mode by which boys are now admitted into the schools, and as to the possibility of improvement.

At present boys are admitted principally on the nomination of the Governors. Until lately such nomination was the only mode of admission, but since the Rev. C. Evans has become head master a certain number of nominations have been put at his disposal as an experiment, and they are bestowed on the successful candidates in a competitive examination held for the purpose. It appears that a great number of boys are waiting for admission.

Where many parents have to wait long for a nomination, or fail altogether to get one, there will be of course great dissatisfaction, and many complaints of unfairness. But there is a much more serious evil—that the parents, while the boys are waiting for uncertain admission, neglect to provide other means of education; and that, as a consequence, the boys when admitted are generally found very ill prepared.

It is to remedy this last evil that the admission by a competitive examination has been introduced. Your Committee decidedly approve of the change.

But they do not think it right that all nominations should be made in this way, because this would too much exclude boys naturally backward, and the sons of parents unable to afford the best preparatory instruction.

III.

It has already been mentioned that there are a great number of boys waiting for admission. It is therefore very desirable that the schools should be much enlarged; but this cannot be done without an increase of the funds. The rents of the property are increasing every year, but the population of the town is also increasing; and it would be an excellent thing if the number of pupils could be doubled at once, leaving the augmented funds to be applied for the supply of future wants.

At present no payment is made by the parents of the boys in any of the schools, and there appears no reason for this departure from the ordinary practice of grammar schools. The Royal Commissioners on schools condemn this practice of gratuitous education. If the funds were sufficient to educate the whole town the case would be different; but in fact, while there ought to be within the borough 40,000 children under instruction, the Grammar School provides for only 1,500, or less than one-twentieth of the whole. It appears humiliating that the richer traders living in the suburbs should be paying nothing for the highest classical education, while the middle classes generally are educating their sons at their own charge, and the poorest mechanic has to contribute his twopence a week towards the expenses of the congregational school. Your Committee are of opinion that many thousands of pounds a year would be cheerfully paid by parents as capitation fees in order to supply the means of increasing the schools.

IV.

As regards the quality of the instruction given, your Committee are convinced that the different schools vary much. They know that during the last 25 years the excellence of the classical teaching has been proved by the number of honours gained at Cambridge. The elementary schools also have been well taught; but the commercial school in New Street was, until lately, very defective. This is proved by what occurred in 1858. The then head master, Dr. Gifford, strongly supported the establishment of the Oxford Local Examinations, and used his influence to induce his own university, Cambridge, to join in the movement. When the first Oxford examination was held in 1858, Dr. Gifford sent into it all the boys he thought fit for it, both from the classical and the commercial schools. The Edgbaston Proprietary school did the same. The result was this—that the Edgbaston school, with one-fourth the number of boys to choose from, passed about twice as many; that is, the Edgbaston school, in proportion to its number of pupils, did eight times as well as the Grammar School. It could not, however, have been expected that the New Street schools should have passed eight times the actual number, for the Proprietary school stood at the head of the whole kingdom; no other school, however large, have earned so many honours; besides that, the boys of the Proprietary school, as belonging on the average to a richer class, were better prepared on entering the school. But after all due allowance was made the result of the examination was damaging to the New Street schools.

Since that time a great improvement has been effected. The second master has been put at the head of the second school; and your Committee have reason to believe that the instruction has become far better than it was in 1858.

Still, however, it is a matter of great regret that this improvement has to be guessed at. The present head master has declined to send in his boys to the Oxford Local Examination, thus disregarding, most unfortunately, the example set by Dr. Gifford. Until by entering again on this competition, or by some other public means, the condition of the school is tested, your Committee can only speak conjecturally of the quality of the instruction given.

Your Committee also feel that from these facts a strong inference may be drawn in favour of inspection by the Government. The second New Street school remained for 20 years in an unsatisfactory condition. A thorough

Deputations from Birmingham.

APPENDIX C.

examination by one familiar with other schools, such as takes place among the schools aided by the Privy Council, would have discovered the deficiencies at an early period, and would have led to their correction. Dissatisfaction was long felt by the parents, and a board of governors popularly elected would have corrected the evil much earlier.

V.

The curriculum of instruction seems to your Committee defective, as being too much confined to classical literature. Mathematics, certainly, are taught, but only imperfectly. More mathematical masters are wanted.

It cannot be expected that much attention will be given to branches of instruction for which no rewards are offered. Not only is no exhibition given for proficiency in mathematics and natural science, but in no examination for an exhibition are these allowed to count. This error ought to be corrected at once.

There appear to be three modes of correction. First, some of the exhibitions might be given for proficiency in mathematics and natural science only.

Secondly, mathematics and natural science might count as minor subjects in *every* exhibition. The masters will contend, probably with justice, that a boy under 19 ought not to be allowed to devote all his time to one topic.

Thirdly, some of the exhibitions might be *classical*, with mathematics and natural science counting as minor subjects; other exhibitions might be for these subjects, with classics counting as a minor subject.

VI.

Your Committtee find that nothing is done by the school for the poorest classes. The *elementary schools* educate the children of the smaller shopkeepers and the higher mechanics. Other schools are wanted for the children of labourers of a lower grade, as well as powers to enable the Governors to establish ragged, industrial, and evening schools.

Many hundred girls are taught in the elementary schools. It would be a useful thing to establish other schools for girls in which a higher kind of education should be given.

VII.

Your Committee are of opinion that it ought no longer to be required that any of the masters should be in holy orders.

They also recommend that none of the masters should be allowed to receive private boarders.

VIII.

Much dissatisfaction is felt by parents with the unnecessary length of the holidays, which consume a third of the year. Boys who live at home and attend a day school, as is the case here, have no need of such protracted holidays, and are positively injured by them.

IX.

Your Committee are glad to find that the Governors have lately adopted the practice of having their accounts examined by public auditors. They recommend that this practice should be made imperative.

APPENDIX.

(1.)—On the Election of Governors.

Your Committee desire to insist strongly on the fact that they are not preparing a Bill for Parliament, but are engaged in constructing a scheme which will be likely to obtain general sanction. But this sanction will be more easily obtained if the scheme should acquire the distinct approval of the educated classes of the town. Great fears are entertained by these classes that a Board of Governors, elected from without, will fail to possess the necessary *scholastic* acquirements, however competent they otherwise may be; and your Committee hold it highly desirable that there should be an unfailing protection from this danger.

They also find it the opinion of the Royal Commission on Public Schools* that a body of Governors ought to represent all interests and opinions, and should not be of one shade of opinion, as the present Governors generally are, and as the future Governors might be if they were exclusively elected either by the Town Council or directly by the burgesses.

The first object, then, which your Committee propose is, to secure the election at all times of some men of more than ordinary education; and this, they think, may be best accomplished by specially electing a certain number of men who have received a learned education. The second object which they propose is, to provide for the election of men belonging to minorities in opinion.

They suggest that there should be 28 Governors. [A minority of your Committee were in favour of a smaller number. At Manchester the Board consists of only 12 members.]

This number of 28 your Committee recommend should be elected as follows:—Sixteen by the Town Council, eight by the Borough Magistrates, and the remaining four by the above-named 24. [A minority were in favour of having 12 elected by the Council and 12 by the magistrates.]

As there will probably be men very desirable as Governors who do not belong to either the Council or the Magistrates, your Committee recommend that the Council and the Magistrates should respectively elect half of their representatives from men not members of either of those bodies, according to the existing practice in the case of the Free Libraries.

The Town Council should also be required to elect as four of their representatives either graduates of an university or members of the learned professions.

The Magistrates should be required to elect two such graduates or members. [A minority of your Committee were in favour of requiring the election of these six from graduates of an university only.]

The present Governors are elected for life. The future term should be that of Aldermen: six years; with re-eligibility.

There remains the question, when this scheme should come into operation. It would be dangerous, as well as uncourteous, to supersede the present Board; it would be tedious and perplexing to wait for the occurrence of single vacancies; some of the 20 present Governors live at a distance, and others seldom attend; so that it is often difficult to get a quorum. It may, therefore, fairly be asked that six of the least active should retire. This would leave 14 instead of 28 to be elected by the constituent bodies at the first election.

Thus, at the first election, six of the present Board would retire, leaving	-	14 to sit for six years.
The Town Council would elect	- -	4 of their own body to sit for three years.
The Town Council	- - - -	4 outside their own body " "
The Magistrates	- - - -	2 of ther own body " "
The Magistrates	- - - - -	2 outside " " "
The above twenty-six, when elected	-	2 " " " "
		28

At the second election the elective bodies would do just the same as at the first election, but the elected would remain six years. At the third election the fourteen Governors of the present Board would go out, and another election for six years would take place by the elective bodies.

The Governors should reside within the parish of Birmingham, or one of the contiguous parishes, except in the case of the four nominees of the Board, who might reside in any part of Warwickshire, Worcestershire, or Staffordshire.

(2.)—ON MODE OF ADMISSION.

The mode of admission hitherto has been by nomination of any of the 20 Governors (each giving a nomination in turn), and by a very elementary English examination by the Head Master, the boys being over 8 years old. It is clear that, if the school wholly or very nearly supplied the wants of those who had a claim to its benefits, such a mode would stand as a merely formal passport of fitness for admission; but if the school be altogether inadequate, then such nomination becomes, amongst a crowd of applicants of equal claims, selection and preference for some to the exclusion of the rest.

The question how far and to what extent the present operations of the School Trust are adequate to supply the educational requirements of the town evidently stands at the threshold in considering the mode of admission. The existing provision was made under the School Act of 1831; that is, the Grammar School accommodating 250 boys, the English School 215 boys, and four branch Elementary Schools 500 boys and 500 girls.

* "The governing body of a great school should be protected by its numbers, and by the position and character of its individual members, from the domination of personal or professional interests or prejudices. It should include men conversant with the world, with the requirements of active life, and with the progress of literature and science. Nothing would more assist in securing to these bodies the character which we desire to see imposed upon them, than the introduction, within certain very moderate limits, of a mode of appointment absolutely removed from the influences against which we wish to guard, and such as to add distinction to an office in itself highly honourable."—Quoted by *Historicus*, p. 26.

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Whether this scheme was even in 1831 sufficiently comprehensive in its purposes we need not now stop to inquire; but whilst the provision remains stationary the increase of the population has been marvellous: the census of Birmingham in 1831 giving 144,000, in 1861 more than double, or 296,000. Were this the whole statement, the means then provided in respect of those wants which the Trust was supposed to supply would be less than half enough now; but the contiguous parishes have also increased with still more extraordinary rapidity. The schools, therefore, have come to be like the narrow gorge of some old central street in our great towns, towards which wide approaches and extending suburbs are constantly pouring an ever augmenting traffic; every hour the block becomes denser and more hopeless for those who venture the tedious pass, whilst the more thoughtful or more prompt abandon the attempt, and choose a longer but open route.

Thus, while the number admitted in the school in New Street is about 120 annually, the number of those waiting for admission is said to be 800. Every one conversant with the town must admit that there is a numerous class who decline to seek admission for their children, some not caring to incur the vexatious delay, and others not thinking the education given the best for commercial life. In the Elementary Schools the case is similar. After the preliminary forms have been obtained, and what is called the admission examination has been passed, the names are said to remain on the list three, six, or nine months (no slight portion of these boys' school life) before they receive the order for their admission; indeed it is not long since the Governors were requested by advertisement not to fill up any more nomination papers till further notice. It is this deficiency in the extent of school provision for those ends which the Trust purports to fulfil that makes the present mode of admission so glaringly faulty; free to all in theory, the school is in fact the prize of the fortunate few. The inconveniences of this deficiency might be more tolerable if these few were admitted after a fair and open competition, so regulated that even the backward boy might hope in time, by patient preparation, to obtain advantages which the quicker boy would grasp earlier, but to which merit has not hitherto conferred any title.

Very lately, in consequence of the representations of the present active Head Master, 40 nominations per annum are placed at his disposal, which he fills by a competitive examination.

Some of the 20 present Governors are all but non-resident; some past the years of active life, to whom parents of middle age, just making their way upward in the world, and wanting the benefit of the school for their children, must be almost unknown; others are too much absorbed in their own vast concerns to have time for much acquaintance with those around them; and as year by year the body of 20 bears a smaller numerical proportion to the teeming population, so must admission by the exercise of nomination become more and more unsatisfactory. Let each Governor, however just and upright in character, strive to distribute his nominations as laboriously and conscientiously as he may, the selection narrows even thus, insensibly and without any wilful complicity, into the bestowal of patronage for the benefit of a favoured few.

Hence has resulted the constant exhibition of what bears the look of acts of injustice; some seeking the admission of a boy for years, others obtaining it for several children at once. But how prejudicially must such uncertainty act upon the standard of the school, nay, ultimately upon the education of the town itself. For just as it is notorious that those whose life-dream is to win fortunes by lotteries are those who make the least use of real opportunities, so these who wait thus wearily for chances of admission let their children's time slip by unimproved, till at last, when the boy takes his place upon the forms of the school, he is a shame to his parents and a drag to his fellows, because he is found ungrounded in elements which he should have mastered years before. But as the provision for education has become thus inadequate, and the mode by which its enjoyment has been allotted to the few is so manifestly faulty, it is imperative to consider by what means the benefits may be more widely and more justly distributed. Clearly then its benefits will be extended over a greater number if the duration of the school life is shortened by raising the age of admission. This might very well be raised from 8 to 10. It is more than doubtful if a lad of very tender years receives much benefit, if indeed he does not receive positive harm, from being taken almost from the nursery and thrust among a large number of boys, nearly all much older than himself. It would be far better that he should be receiving his instruction in a juvenile school, amongst those of his own years, preparatory to entering the little world of the public school. There he would receive more of the individual attention of the teacher, which is absolutely required by younger children, and by which only can that basis be laid soundly on which the after structure of wider knowledge may be reared without defect. There his habits and propensities would be checked or guided, and his moral character observed, cultured, and strengthened. Thence he might be transferred to the larger school, better capable of understanding its teaching, and therefore more likely to profit by its advantages.

But with the age the standard of acquirements for admission must be also advanced. The requirements, not over difficult now for a child of 8, become absurdly low for a lad of 10. Let the standard be made as nearly as possible that of the upper class in the Elementary Schools. This will give unity to the whole plan, and render the transfer from one class of schools to the other natural and facile. There would, however, be a large number of persons in better circumstances who, though they desire the advantages of the Central School, would not wish to avail themselves of the Elementary Schools. These would gladly pay higher fees in private preparatory schools, of which many perhaps would be kept by ladies of superior education. At present, preparatory schools, so far as they exist, suffer wofully from the uncertainty of the time when they shall lose

their scholars. Give them the certainty of retaining their pupils from 7 till 10, with a really adequate examination for ultimate admission into the High School, and the amount of energy which will be infused throughout the work of the private preparatory schools will be no inconsequential gain to the education of the town; while the incubus taken off from the Central School, by freeing its teachers from those pupils whose own former laziness, or their parents' neglect, brings discredit upon it, would go far towards giving the High School the power of regaining its former prestige without the questionable aid of masters' boarders.

But it is obvious that, from various causes, many will not be presented for admission even so early as 10. One standard of admission, therefore, will not suffice. Two should be in use together:

(*a.*) One for those between 10 and 12.

(*b.*) One for those above 12.

To each of these respectively let 25 per cent. of the vacancies be assigned for candidates who are the highest in order of merit. This would constitute an honour class. Let the other 50 per cent. be given to those who pass the standards, commencing with the higher one *in order of merit and age combined*; that is, let all those who come up to the standard for boys above 12 be first admitted, before the remainder of those below 12 have vacancies allotted to them. Thus the duller boys, or those, perhaps, retarded by early ill health, or those whose minds more slowly develop, would not be altogether debarred from the benefits of the school. A similar plan might be adopted with a lower standard of age and qualifications in the Elementary Schools.

These suggestions your Committee believe would relieve the present pressure by extending the benefits of the school over a larger number for shorter periods, would stimulate preparatory teaching throughout the town, would improve the whole tone, and would contribute greatly to the success and reputation of the school.

Your Committee further submit the following details of suggested reforms in the various schools:—

High Schools.—The names of all candidates to be registered two months before day of examination. The parents of all candidates to have resided two years within the district. No boy to be admitted under 10 years of age. Two standards of examination, to be—1st, for those above 12; 2nd, for those between 10 and 12. One half of the vacancies to be filled by the candidates having the highest number of marks taken equally from each class; the other half to exhaust the class above 12 years before taking any candidates from the class below. The standard of examination for the lower class in the High School to be on a par with the highest class in the Elementary Schools.

Middle Schools (*now Elementary*).—The names of all candidates to be registered as in the High School. The parents of all candidates to have resided in the district one year. Boys not to be admitted under 9 nor above 12; girls not to be admitted under 8 nor above 11. Two standards of admission, according to ages, as under—1st, for those above 11; 2nd, for those between 9 and 11. The candidates who obtain greatest number of marks in their respective classes to have priority of admission.

Scholarships.—That Scholarships be founded in the High Schools (to the extent of at least one-fourth of the total number), to be open to the most proficient boys from the Middle Schools, Parochial and Congregational Schools, or any public schools of a like character. The Scholarships to consist of two classes—1st, exemption from payment of capitation fees; 2nd, exemption from payment of capitation fees, and an annual sum towards maintenance. No boy to be a candidate until he has been 12 months in one of the schools specified, and can pass the Standard Examination for the High Schools. Scholarships of 2nd Class to be awarded on account of marked superiority only.

Primary Schools.—That in any Primary Schools established for the children of the poorer classes between the age of 6 and 9 years, the admission to be by priority of registration and seniority.

(3.)—ON CAPITATION FEES.

Your Committee, having carefully considered this subject, would, in the first place, report that the cost of education in Birmingham appears to be on the average about as follows:—

Proprietary School from 12*l.* to			£21 0 0
Free Grammar School, New Street—			
Education proper	£18 12 0		
Management expenses	1 16 10		
		20	8 10
Ditto ditto Elementary—			
Education proper	2 16 2		
Management expenses	0 4 7		
		3	0 9
Parochial and Congregational Schools		1	10 0

In the Proprietary School the fees are paid by parents; in the Free Grammar School, out of the funds of the charity; in the Parochial and Congregational Schools, partly by the parents and partly by capitation grants from the Government, or by private contributions from the various congregations.

From the Report of the Royal Commission on Public Schools we learn that, although the endowments are generally productive of large sums, yet only a small number of scholars have a gratuitous education. The Commissioners report that the charging of high fees has apparently no injurious effect on the prosperity of the different schools.

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In several of the chief cities of the empire there are found schools for the general use of the public, having endowments either from individuals or from corporations of greater or less amount; but almost all these schools charge sums nearly equivalent to the current cost of the education.

The City of London School has an endowment of about 1,000*l.* per annum; it has 800 boys; the fees are 9*l.* each annually.

The City of Edinburgh High School has an income of about 500*l.*; it educates 400 boys; fees 5*l.* each per annum.

The city of Glasgow provides a building, and pays sundry expenses to the extent of 800*l.* a year, and educates 900 boys at a charge per head of from 10*l.* to 12*l.*

In our own neighbourhood your Committee would direct attention to the school of the Handsworth Bridge Trust, which has recently commenced operations under a scheme sanctioned by the Court of Chancery, providing middle-class education at a cost to the pupils of 4*l.* for scholars above 10, and 3*l.* for under that age, per annum. The school is full, and many applicants are waiting admission.

Considering the fact that a large proportion of the 500 scholars educated in the New Street Schools are the children of parents in wealthy or comfortable circumstances, and well able to pay for their education, and that it is probable that none of them would be left without a fair education if no charity existed, your Committee recommend that a capitation fee, to be determined from time to time by the Governors, be charged for every scholar in both schools; that the amount obtained from these fees be applied to the extension and improvement of the Central School; to the establishment of scholarships, some giving free education, and others free education and maintenance to promising scholars from the Elementary and other Schools; to the extension of the Elementary Schools themselves, and lastly, to establish and aid day and evening schools for the poorest classes in the town.

By these means the education in the Central School may be raised to a very high standard, and education generally will be stimulated through all classes of society. Boys in every rank in life will have the opportunity of developing their mental powers directly or indirectly through the aid of King Edward's Schools. The upper and middle classes paying these capitation fees will feel that they are no longer absorbing to themselves the whole proceeds of this large endowment, whilst they are by no means excluded from its benefits; and the artizans can have no right to complain, as they may very justly at present, that their children are not receiving the educational assistance from this great charity to which their numbers and circumstances fairly give them a claim.

APPENDIX D.

APPENDIX D.

MEMORANDUM respecting the CONSTITUTION and ADMINISTRATION of the FREE GRAMMAR SCHOOL of King Edward VI. in Birmingham.

The GOVERNORS of the Free Grammar of King Edward VI. at Birmingham, having taken into consideration the Report of a Special Committee of their own body, appointed on 1st February 1865, have agreed upon certain Resolutions touching the Extension of the School; the Constitution of the Board of Governors; the Admission of Scholars; the Appointment and Salaries of Masters; the throwing open of the Exhibitions; and other matters connected with the government, teaching, and administration of the School, which, together with a statement of so much of the Charter, Acts of Parliament, Schemes, and "Statutes," under which the School is at present administered, as is applicable to the said matters, they respectfully submit to Her Majesty's Commissioners for inquiring into Grammar Schools in England and Wales.

A.—GOVERNMENT.

Under the Charter of King Edward VI., the government of the Free Grammar School in Birmingham was entrusted to twenty men of the more discreet and more trusty inhabitants of the town and parish or manor of Brymyncham, named in the charter, who were to exercise the office during their lives; and it is directed by the same charter that whensoever it shall so happen that any one of the 20 Governors for the time being shall die, or elsewhere out of the town, &c. of Brymyncham shall dwell, and with his family shall depart, that then and so often it may and shall be lawful for the others of the said Governors surviving, and there with their families dwelling, or the greater part of them, another fit person or other fit persons of the town, &c. of Brymyncham aforesaid into the place or places of him or them so dying or as aforesaid departing, to succeed in the place of Governor, to choose and nominate, and this as often as the case shall so happen.

It is also directed by the charter "that the Governors, with the advice (*cum advisamento*) of the Bishop of the Diocese for the time being, from time to time may make fit and wholesome statutes and ordinances in writing concerning and touching the said School, and the order, government, preservation, and disposition of the rents and revenues to the sustentation of the said School appointed or to be appointed."

By a private Act of Parliament, which received the Royal Assent 23rd August 1831 (confirming a decretal order and scheme of the Court of Chancery made in the preceding year), it was enacted "that from henceforth no person being lessee, assignee, or tenant at will, or who shall hold under such lessee, assignee, or tenant at will, any part of the messuages, buildings, lands, or hereditaments of the School, shall be elected a Governor of the said School." And by the same Act, "that any person residing within four miles of the present site of the said Free Grammar School and *bonâ fide* rated to the relief of the poor of the said parish of Birmingham, or exercising any profession or carrying on any trade within the limits of the said town, parish, or manor, and who shall not be disqualified by the provisions of the scheme thereinbefore set forth, shall, after the passing of the said Act, be eligible to be a Governor, though such person shall not be an inhabitant of the town, parish, or manor of Birmingham; and that in case any Governor shall be incapacitated from attending, or shall wholly neglect to attend any meeting of the Governors during the space of two years, he shall cease to be a Governor, but such Governor shall not thereby be disqualified for being re-elected."

Under the above provisions, and no other, the Governors have to the present time been elected, and have acted in the government of the School without interruption.

The system of self-election in the constitution of the Board has been objected to, and a demand has been made for a mode of election in the place of it which would more directly involve the principle of representation.

The Governors rejoice to find that the objection and demand are based rather on *sentiment* than on any actual injury or inconvenience to the public interests, or on any alleged incompetency or negligence in the present Board, or in their immediate predecessors. Testimony as honourable to those who have borne it as it is gratifying to the Board, has been offered by those who are asking of the Governors reforms, in this and other directions, as to the manner in which they have discharged and are discharging their increasingly responsible trust.

The Governors have, however, considered the objection and the demand with all the respect due to the quarters from which they have proceeded.

They have sought in vain for any constituency from which, upon any other principle, a suitable body of Governors for such a trust could be secured.

They have especially considered the claims of the Town Council, and in mentioning them they desire to speak with courtesy, and even delicacy—but frankly and honestly.

They are convinced that, however great the ability of that body, at the present time or hereafter, for the local government of the borough, in matters now placed by the Legislature under its control—consisting principally, if not entirely, in the expenditure and management of funds raised by the direct taxation of those by whom it is elected—the special qualifications necessary for such an educational board as this (more particularly in its purely educational functions) would not be found, as a rule, in a popularly-elected body. Nor do they believe that any considerable number of intelligent and enlightened citizens desire that the School should be placed under the control of the Town Council.

Nor, looking at the original foundation and charter, committed as was the government of the School thereby, by its royal founder, to "Twenty men of the more discreet and more trusty inhabitants," on the principle of self-election, and endowed with independent sources of revenue, can the Governors recognize any abstract claim, on the score of right, to representation, as such, on the part of a council called into existence by modern legislation, however warmly they may approve the principle of local self-government in matters municipal. Such a claim, if pushed to its full extent, would involve the absorption by a Town Council of all similar charitable Trusts. The legitimate functions of a Town Council are many, various, and most responsible: but

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the Governors submit that to urge such a claim, as a matter of abstract right—still more, to ask that trusts of this nature should be wholly surrendered to Town Councils, is to claim for them an undue absorption of local power.

It has also been objected that members of the Town Council have not hitherto been elected members of the Board. But, admitting this to be a fact, it is not to be lost sight of that there have been, from time to time, very important negotiations for the purchase of property between the Town Council and the Governors. It, may, therefore, fairly be presumed that the Governors have been influenced by the consideration that a member of the Town Council, if sitting at their Board, would be embarrassed by the conflicting interests of the corporation on the one side and of the charity on the other.

The Governors have also considered, with much care, the probable working of a system of nomination, either wholly or in part by the Crown, through the Privy Council Committee of Education; but the advantages appear to them to be outweighed by the objections.

They are of opinion, after mature deliberation, that any system of election materially differing from that which has been prescribed by the charter, which has been repeatedly sanctioned by the Court of Chancery and the Legislature, and which prevails in almost every other large school in the kingdom, is inexpedient, and would be attended with danger to the best interests of the School and of those who are entitled to the privileges of it.

They are, however, of opinion that it is desirable to extend the geographical area within which the Governors are at present elected, to render eligible certain persons, who are at present excluded, and to require a more frequent attendance at the Board as a qualification for the retention of a seat.

They propose, therefore, that in future the qualifications of Governors shall be as follows:—

Any person who carries on a trade, business, profession, or calling, or is *bonâ fide* rated to the poor, or is the owner of any freehold, copyhold, or leasehold property, within the present municipal borough, or any parish adjoining thereto, shall be eligible, provided that he resides within a radius of thirty miles from the present buildings in New Street.

That no Governor to be hereafter elected shall retain his seat at the Board in the event of his losing his qualification.

That unless a Governor shall attend four meetings at least in the course of any one year, including attendance on committees, he shall be disqualified from continuing a Governor, and another election shall be made; but such Governor shall be re-eligible.

The Bailiff, or Chairman of the Board, is elected annually by rotation. The Governors propose that this practice be continued, but that the Governor next in rotation should be substituted for the Ex-Bailiff as a member of all committees.

B.—ADMISSION OF SCHOLARS.

The Charter states that "the Free Grammar School is erected and established "at the humble petition as well of the inhabitants of the town, parish, and "manor of Brymyncham, in the County of Warwick, as of very many other of "our subjects of the whole country neighbouring thereunto, for the education "and instruction of boys and youths in grammar perpetually, for all future "times to continue."

There are no directions respecting the mode of admission to the School, or the class of boys entitled to be educated in it.

By a scheme of the Court of Chancery, confirmed by Act of Parliament 1831, it is provided that—

§ 17. "No boy shall be admitted into the School under the age of eight years, and who shall not previously thereto be able to write and read English; and the master, under whose care such boy is to be placed, shall examine and admit him if he be so qualified, but not otherwise; and no boy shall continue in the School after he shall have completed the 19th year of his age."

§ 18. "All boys, who are not sons of inhabitants of the town, parish, or manor of Birmingham, or of the parishes, townships, or hamlets touching upon or adjacent to the same, shall pay to the Governors, for their education

at the said School, such annual sum as the Governors, with the advice of the Bishop, shall from time to time fix; such payments to be respectively made by the parents or guardians of such boys."

Under the provisions of the above Act, the admission of boys to the School has been limited to the sons of the inhabitants of the "town, parish, or "manor of Birmingham, and of the parishes, townships, and hamlets "touching upon or adjacent to the same."

The municipal borough comprehends the whole parish of Edgbaston, and a large part of the populous one of Aston, in addition to the town, parish, and manor of Birmingham. It is proposed to extend the area of eligibility to the whole of the *present municipal borough*, and to the parishes and places adjacent thereto, by which means the parishes of Northfield and Yardley would be admitted to the privileges of the School.

The admission of boys, previously to 1864, was on the direct nomination of the Governors, subject to an examination by the head master, the only educational qualification being that the boy should be able to read and write English.

In the year last mentioned, at the suggestion of the head master, the Governors placed at his disposal a certain number of nominations, to be awarded by him on competitive examination, and the results have been so favourable that they have since increased the number to the extent of half the whole number of vacancies that occur. It will be seen that they propose to adopt this system permanently as one of the ordinances of the School.

It is proposed also to provide for special cases in which children appear to have an equitable claim to the advantages of the School, though they are, by the strict letter of the law, excluded, viz., children losing their parents during pupilage; orphan children of former inhabitants; children of inhabitants deserted by their parents; and children who, having lost both parents, have been adopted by, and are resident with, relatives, inhabitants within the prescribed area.

The education of the children in the Grammar School has been hitherto wholly gratuitous, and it has often been a question whether it would not be expedient to introduce a system of school fees for all children admitted after a certain period, as a means of increasing the funds at the disposal of the Governors, and thus extending the benefits of the School.

The Governors are of opinion, that if accompanied by a provision that the payment of such fees might, as a reward of merit, be dispensed with, and the number of free scholars preserved at nearly the present amount, such a measure would be most advantageous to the School, as affording a stimulus to exertion on the part of the scholars, while it would admit a greatly increased number of boys to an education within its walls at a very moderate expense.

They have framed a scheme in accordance with these views, and propose that in the event of a sanction being given by the Legislature to a departure from the principle of wholly gratuitous education, the admission of pupils and the payment of fees should be regulated as follows:—

1. At least one moiety of the boys shall always be free scholars, educated wholly without fee, unless the total number of boys in the New Street Schools at any time exceed 1,000, in which case the Governors shall not be bound to extend the number of free scholars beyond 500.
2. Of the number of free scholars, 50 at least shall be admitted on direct nomination of Governors, on the ground of the straitened means of the parents, or for other special reasons.
3. The remainder may gain their freedom by competitive examination.
4. The other moiety shall be admitted to the School on payment of a fee not exceeding £10 per annum; any boy so admitted being at liberty to compete for a free scholarship on the occurrence of a vacancy.

The Governors propose that the age of admission into the New Street Schools should remain as it is at present, viz., eight years; and that so long as the education continues to be wholly gratuitous, one half of the nominations, at least, should be placed at the disposal of the head master for competitive examination, the rest of the admissions being on the direct nomination of the Governors, subject to a preliminary examination by the head master. They are, however, of opinion that it is expedient that the present system of direct

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nomination by individual Governors should cease, and that the nomination should, instead, be made by the Board at one of their meetings.

It is proposed that the age of admission into the Elementary Schools should remain as at present, viz:—eight years for boys, and seven for girls; and that the same principle and proportion of free scholars should be observed in the eight Elementary Schools as in the New Street Schools, unless the total number of children in those Schools exceed 2,000, in which case the Governors should not be bound to extend the number of free scholars beyond 1,000; the annual fee in such schools not to exceed twenty shillings per annum.

In any Act of Parliament authorizing the payment of fees, power would be sought by the Governors to arrange by statute or ordinance, with the advice of the Bishop of the Diocese, and from time to time to vary, the amount of fees to be paid at any of the Schools; and it would be provided that no boy or girl who at the passing of the Act should be a member of any of the Schools should ever be called upon for payment of a fee.

It is proposed that after the passing of the Act, and until the number of free and paying scholars shall have reached the proportion fixed above, one half of the admissions in each year should be free, and one half on payment of a fee.

BOARDERS.

Under the provisions of the Act of Parliament 1831, the head master is allowed to take 18, and the second master 12 boarders.

The Governors do not propose to make any change in the above numbers, certainly not in the way of reduction. They believe that the very slight diminution of the number of scholars from the borough and contiguous Parishes, which the admission of boarders involves, is far more than compensated by the introduction of such a class of scholars from other quarters—scholars who materially conduce to keep up a high tone of moral feeling and gentlemanly conduct in the School, and from whose ranks some of our most distinguished pupils have been taken.

C.—MASTERS.

In regarding the School under its present aspect and the several measures now contemplated by the Governors it is only right and just that its past history, and the stages by which it has attained to its present proportions, should not be lost sight of. In 30 years it has increased in numbers from 100 to 1700, (including the Elementary Schools), and a greatly enlarged system of education has been adopted.

By the charter of King Edward VI. the governors are directed to appoint a master or pedagogue, and a sub-pedagogue or usher, as often as the school shall be void of a pedagogue or sub-pedagogue, and, with the advice (*cum advisamento*) of the Bishop of the Diocese for the time being, are empowered to make fit and wholesome statutes and ordinances in writing concerning and touching the order, government, and direction of the pedagogue, and sub-pedagogue, and scholars of the school for the time being, and of the stipend and salary of the said pedagogue and sub-pedagogue, and otherwise touching and concerning the said school.

By a scheme approved by the Court of Chancery in 1829, and confirmed by Act of Parliament in 1831, it is declared that in the Grammar School shall be taught the learned languages, and that it shall be conducted by the head master and an assistant to the head master, the usher (or second master) and an assistant to the usher.

That the head master and usher shall have taken at least the degree of M.A. of Oxford or Cambridge, and shall be members of the Established Church of England and in holy orders, but shall hold no ecclesiastical office requiring them to perform in person weekly parochial duty.

That the head master shall receive a salary of 400*l.* per annum.

That the usher shall receive a salary of 300*l.* per annum.

That the head master and usher shall respectively inhabit the houses provided for them, free of rent and repairs, and parochial and parliamentary taxes.

That the assistants to the head and second masters shall be members of the Established Church, and shall have taken the degree of B.A. or B.C.L. at least, in one of the universities of Oxford or Cambridge.

That the Governors may from time to time, with the advice of the Bishop of the Diocese, alter and regulate the number of masters to teach the learned languages, and to fix the salaries to be paid from time to time to any future masters who may be appointed; and may make fresh statutes touching the order, government, and direction of the head master, and usher, and assistant, and other masters, and the mode of education of the scholars, and of the salaries of the masters; such statutes to be considered part of the scheme for the future establishment of the school, so as such statutes shall be consistent with the charter and the object and intention of the scheme.

The same Act, 1831, after reciting that the town of Birmingham had during many years rapidly increased in population, trade, and commerce, and that the intercourse with foreign nations was daily becoming more extensive, and that it would be of great benefit to the inhabitants if a school were established for the education and instruction of boys in modern languages, the arts and sciences, and that the Governors conceived that it would be for the benefit of the town of Birmingham, and not prejudicial to the objects of the charter, to apply a portion of the surplus revenues of the charity to support a school of the description mentioned, and in paying the salaries of masters to conduct such school, enacts (p. 34) that such school for teaching modern languages, the arts and sciences, should be built, and (p. 46) should, as to the nomination and number of masters, the amount of their salaries, and the particular branches of education to be taught by each, &c., be established and regulated by a scheme to be approved by an order of the High Court of Chancery, on a petition to be preferred by the governors.

By the same Act (p. 35) the Governors were empowered to build and establish eight schools for the elementary education of the male and female children of the poorer inhabitants of the town, parish, and manor of Birmingham, and to nominate and appoint masters and mistresses, with such salaries as the Governors should think right, and to conduct the schools upon such plans of instruction and under such regulations as the Governors by statutes, with the advice of the Bishop of the Diocese, should think expedient and advantageous.

Eight such schools have been built, and 1145 boys and girls are, under a statute to that effect, at present receiving gratuitous education in the English language and history, geography, the fundamental principles and doctrines of the Christian religion, writing, and arithmetic (which, in the boys' school, comprises bookkeeping and the elements of geometry), and such other branches of learning as, in the judgment of the Governors, serve to qualify the boys for commercial or mechanical pursuits. The girls are also instructed in knitting and sewing and in common plain work.

At a meeting of the Governors, held 5th October 1836, the new school buildings in New Street being then nearly completed, it was resolved that a more enlarged system of education in the Grammar School, which was then confined to the learned languages, would be of great public advantage, and that in addition to the learned languages instruction ought to be given in modern languages, the arts and sciences; and subsequently, on the report of a committee of their own body, they determined that it was expedient that the French, German, Italian, and Spanish, and such other modern languages and literature as should be thought beneficial, should be taught by teachers specially appointed for the purpose, and that one or more masters should be appointed to teach the higher branches of arithmetic and mathematics, and other masters for English literature, grammar, the elements of composition, sacred and profane history, writing and arithmetic, drawing and architectural design, and lecturers or teachers to afford instruction in chemistry, mineralogy, mechanics, natural and experimental philosophy, and such other branches of the arts and sciences as might be beneficial to the school.

The proposed enlarged course of instruction was fully approved by the Bishop of the Diocese, and it having been referred to a Master in Chancery, he certified by his report, 6th May 1837, that it would be fit and proper that the several objects and purposes should be carried into effect, and that it would be fit and proper that an application should be made to Parliament for effectuating the said several objects and purposes.

An Act was accordingly applied for by the Governors, and on July 15th, 1837, received the royal assent; and it was thereby enacted that the new

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school for teaching modern languages, the arts and sciences, should be established, conducted, and carried on in some part of the newly erected school buildings, or in any additional buildings to be erected under the powers of the Act; and that the new school for teaching modern languages, the arts and sciences, should be regulated according to a scheme or schemes to be made by the Governors for that purpose, and confirmed by the Court of Chancery on petition preferred by the Governors.

By several subsequent statutes and ordinances emanating from the governors themselves the school has been placed upon its present footing, and now consists of a classical and an English department, and of a junior school, all under the same roof in New Street.

The classical school, consisting of 270 boys, is under the immediate superintendence of the head master, and is taught by the head master, his assistant (appointed by himself), and a staff of assistant masters appointed by the governors.

The head master receives a salary from the governors of 400*l.* per annum, and in addition a capitation fee for every boy taught for any period of the year in either school, varying in amount as follows:—

For every boy under the head master - - -	£6
„ „ „ the head master's assistant - -	£5
„ „ „ any other master in the classical school	£3
„ „ in the English school - - -	£1
•• For every boy or girl in the elementary schools - -	5*s.*

By statute 21st July 1860, no salary to an assistant or other master, except the head master and second master, shall exceed 250*l.* per annum.

The English department of the school, consisting of 227 boys, is now (subject to the control and superintendence of the head master) presided over by the second master (the usher or sub-pedagogue of King Edward's charter), who has several assistant masters under him, appointed by the Governors at salaries varying from 150*l.* to 200*l.* per annum.

The junior school, under two masters, consists of 67 boys, and is preparatory to both the classical and English schools.

The second master receives from the Governors a salary of 300*l.* per annum, and an additional annual sum of 200*l.* in lieu of capitation fees.

It has been stated that all the masters, except the head master's assistant, are appointed by the Governors, and by statute 21st July 1860, it is made lawful for the Governors to determine any appointment thereafter made of the second master, and of all the assistant and other masters of the school respectively (except the head master), by a notice in writing of not less than six months, under the common seal of the governors, to be agreed upon at a meeting to be specially convened, of which five clear days' notice shall be given; provided that, as regards the second master for the time being, the Governors shall not determine his appointment, except with the approbation, in writing, of the Bishop of the Diocese.

The Governors have fully considered the above schemes and statutes, the present condition of the School, and the reports of the Royal Commissioners on Public Schools.

1. *Head and Second Masters.*

The governors are of opinion that it is most desirable that the head and second masters should, as at present, be members of the Church of England and in holy orders. No practical grievance in the religious instruction of the scholars is even alleged to have resulted from this enactment.

2. *Emoluments of Head Master.*

The Governors are of opinion that statutory provision should be made for the payment of a uniform capitation fee, instead of the present graduated one, in the New-street schools. A fee of 2*l.* for every boy taught for any period of the year, in the Classical or English school, would produce about the same amount of salary as at present to the head master, and would remove the objection which exists to the present system of payment of a higher fee on promotion to the head master's own class.

They are of opinion that 2,000*l.* per annum should be the maximum of the head master's salary; the fixed salary of 400*l.* to be taken, as at present, as the

basis of calculation in the event of a retiring pension being granted. In this they have the entire concurrence of the present head master.

3. Appointment and Dismissal of Assistant Masters.

The Governors have had their attention drawn to these parts of the report of the Royal Commissioners in which it is recommended that the appointment and dismissal of the assistant masters should be in the hands of the head master. It has been stated above that, at present, these powers are vested in the Governors. They are of opinion, however, after mature deliberation, that it is desirable that, in future, both the appointment and power of dismissal should be placed in the hands of the head master, subject, in case of appointment, to the approval of the Governors, and, in case of dismissal, to a right of appeal to them.

4. Salaries of certain Special Masters and Assistant Masters

It has been stated that by the statute 21st July 1860, no salary to any assistant or other master, except the head master and second master, shall exceed 250*l.* per annum. The Governors are of opinion that the first mathematical master, the composition master (if appointed), and any other special masters that may hereafter be appointed by the Governors, should not necessarily be considered assistant masters within the meaning of that statute; they are also of opinion that they ought to be enabled, in the case of long and meritorious services, to increase the salary of any assistant master beyond the specified amount of 250*l.* per annum.

5. Teaching of Chemistry.

It is well known that as yet our universities have not sent out any considerable number of men who, in addition to those classical and mathematical attainments which are essential qualifications, are eminent in chemistry.

In the case of the second master the range of choice is greatly narrowed if attainments in chemistry are held to be an essential qualification, and there must always be a risk that the teaching of this science (the importance of which the Governors fully recognize) will devolve upon a teacher who may himself be a tyro. They have no faith in the instruction of a master who is but a little ahead of his pupil. He should have—especially in the case of science—a comprehensive grasp and matured view of his subject, and what he undertakes to teach he should be able to teach thoroughly.

On these grounds the Governors are of opinion that if chemistry is continued as a subject of study, it ought to be taught by a professor of the science, who may or may not be a master of the School.

D.—SCHOOL ADMINISTRATION.

1. Exhibitions for Classics and also for Mathematics.

Under the scheme of 1829, sanctioned by Act of Parliament, there are ten Exhibitions of 50*l.* each, tenable for four years at any college at Oxford or Cambridge.

Two are given annually, and a third every alternate year, after an examination by resident members of the universities of Oxford or Cambridge, of the degree of M.A. or B.C.L., and appointed by the Governors and the head master, who are directed to arrange the names of the candidates according to their respective excellence in classical learning.

These are exclusive of the Scholarship arising from the Milward Charity. A Milward's Scholarship falls vacant once in three years or thereabouts, and is tenable only at Brasenose College, or if that college should be unable to admit the scholar, at some other college in the University of Oxford. The Milward Scholarships are directed by the Court of Chancery to be awarded for proficiency in all the branches of instruction authorized to be taught in King Edward's School, according to the schemes, statutes, or ordinances existing for the time being.

In giving away any of the Exhibitions, the Governors are directed and compelled by the Acts of Parliament and statutes of the School to give a

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preference to such of the boys, being sons of inhabitants of the town, parish, or manor of Birmingham, as shall be reported by the examiners duly qualified to hold the same, and to allot the exhibitions according to the order in which the boys are classed, and it is only in default of sons of such inhabitants duly qualified that they can be given to other boys.

By statute 23rd August 1861, a restriction was placed on the privilege which attached to sons of such inhabitants, requiring that their parents should have *bonâ fide* resided in the town, parish, or manor of Birmingham, for the full period of three years next preceding the examination.

It has been stated that, under the present system, all the School Exhibitions are given for proficiency in classical learning only.

The Governors are very decidedly of opinion that a strong stimulus to the study of mathematics is urgently needed. The subject has been strongly and repeatedly pressed on them by the head master, and often anxiously discussed.

They think that, on the one hand, some measure of mathematical training, apart from the actual value of the mathematical knowledge acquired, is of great importance; but that, on the other hand, if mathematical attainment is made an element in the examination for *all* exhibitions, the proportion assigned should not be such as to discourage and defeat those boys whose abilities may lie almost exclusively in the direction of classics.

They are of opinion that mathematical talent and attainment should be recognized and fostered by direct rewards.

They therefore are of opinion—

That (with the sanction of Parliament) one of the present Exhibitions should be offered every year for proficiency in mathematics, and that, as soon as the funds of the School will allow, an additional classical Exhibition be founded, to be offered in every alternate year, so that one mathematical and two classical Exhibitions may be offered every year, exclusive of the Milward Scholarships.

That mathematics should count in the examination for classical Exhibitions to the extent of one-tenth of the total marks, and that classics should count in the examination for mathematical Exhibitions to the same extent.

That an Exhibition should not be awarded to any candidate unless he shall have attained a certain minimum standard of excellence in the subjects of examination.

That no scholar should hold more than one Exhibition, nor hold a Milward Scholarship together with an Exhibition.

That in default of a duly qualified candidate for an Exhibition for classics it might be awarded for mathematics, and *vice versâ*.

They have had their attention called to the provisions of the Act of Parliament which requires that every Exhibitioner or Milward's Scholar shall commence his residence in one of the universities in the term immediately following his election.

They are of opinion that this rule may with advantage be relaxed, and that, in any Act of Parliament which may be applied for, power should be sought to enable the Governors to determine by statute the time at which such residence may be commenced without forfeiture of any part of the Exhibitioner's annuity.

2. *Throwing open the Exhibitions.*

The Governors are of opinion that the present preferential claim of boys residing in the town, parish, or manor of Birmingham, should be abolished, and that all scholars, with the exception of boarders, should be equally eligible to compete for and hold the Exhibitions. They recommend that boarders be eligible, as at present, only in default of other qualified candidates.

3. *Milward Scholarship.*

It has been stated above that the Milward Scholarship is, except under certain circumstances, tenable only at Brasenose College, Oxford. The Governors are of opinion that this restriction is injurious to the interests of the School, and that the Scholarship ought to be tenable at any College in Oxford or Cambridge.

4. *Prizes for Natural Science.*

The Governors think it desirable that they should be empowered to found, so soon as they shall deem it expedient, and the funds of the School allow, an Exhibition for proficiency in those branches of Natural Science which are included in the Natural Science examinations at the universities of Oxford and Cambridge, or in such of those branches as may, from time to time, be taught in the School. The importance of this branch of study is, in our day, increasingly recognized. Prominence has been given to it by recent changes at Oxford and Cambridge. It seems therefore highly desirable to foster the study in such a school as this, in which we are aiming both at university honours for the scholars and also at fitting them for practical life. The Governors are fully borne out in these views by the opinions of the School Commissioners.

5. *Sunday Afternoon Attendance.*

In recommending the discontinuance of the Sunday afternoon attendance of the scholars, the Governors are in no measure insensible to the paramount importance of religious instruction as an element in education. But inasmuch as, in consequence of the distance at which many of the scholars reside, the attendance has gradually decreased, while it is a very inconvenient tie to the masters; and inasmuch as full religious instruction is given at other times, the Governors are of opinion that the Sunday afternoon attendance may without injury be discontinued.

6. *Examinations.*

At present, in accordance with the Act of Parliament, the examiners are appointed by the Governors and the head master, from among resident members of the universities of Oxford or Cambridge, being of the degree of M.A. or B.C.L. at least. The Governors see no reason for deviating from this mode of appointment.

As regards the subjects of examination, they are of opinion that the examinations in divinity, classics, and mathematics, should be conducted, as heretofore, by resident members of the universities of Oxford or Cambridge, who have taken the degree of M.A. or B.C.L. at least; but that this restriction should not necessarily apply to the other subjects of examination.

The Governors think that the reports of the examiners should be read, at a very early opportunity, to the whole body of the masters, by the bailiff, in the presence of the Board, unless, in the judgment of the Board, there should appear reason for regarding such reports as in whole or in part confidential.

7. *Holidays.*

The governors think that the aggregate of holidays should be lessened. In some years it has been immoderately large, when the average length of school life in Birmingham is taken into consideration. In the belief that the limitations proposed will secure due relaxation to the masters, and not involve the overtaxing of the physical or mental powers of the scholars, they propose that the holidays be as follows:—

1. Midsummer—commencing in the third week in July—seven weeks.
2. Christmas—commencing two days before Christmas day—four weeks.
3. In May—at Whitsuntide or thereabouts—ten days.
4. As at present—Ash Wednesday; Good Friday; Easter Eve; Easter Monday; Ascension Day.
5. Founder's birthday.
6. As at present—for university honours.
7. In each half-year—one day at the discretion of the head master.
8. On occasion of any important public event, at the discretion of the bailiff.
9. In each week, three half-holidays.

Before coming to these conclusions the Governors have had before them information in reference to other great public schools.

In reference to the present three weekly half-holidays, they have been guided by the distinctly expressed opinion of the head master, that not only would the upper boys be overtaxed by their diminution, but some important branches of their work seriously hindered.

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8. *Universities Local Examinations.*

The Governors regret that the scholars have not availed themselves of late of these examinations. The governors showed their sympathy with such examinations by the prompt manner in which they met the suggestions and requirements of the late head master when the scheme was launched. And, inasmuch as so small a proportion of the scholars proceed to the universities, the Governors think that the stimulus of these examinations cannot be otherwise than wholesome. But the head master represents that the advantages attendant upon them are not sufficient to justify him in making the instruction given in the school bear specially upon the preparation of the scholars in any such manner or measure as would involve the reconstruction of the classes, or indeed any material alteration in the subjects taught or in the mode of teaching.

E.—SCHOOL EXTENSION.

1. *Increase of New Street Scholars.*

In 1865 the Governors determined, with the consent of the Charity Commissioners, to give up the second master's house for class rooms, the want of which was most sensibly felt as the school increased in numbers. This they did, partly on the assurance emphatically expressed by the head master, that the quality of the teaching would be greatly improved by reason of the facilities which would be thus secured for quiet and discipline in the classes, but partly by the means which would be afforded for a permanent increase in the number of scholars—an increase which he expected to amount ultimately to 150, the number of boys in the classical and English schools together being raised from about 500 to 650.

The Governors have heard with great satisfaction from the head master that the results of this appropriation of the second master's house have fully answered his expectations in every respect, and that the number of 620 will shortly be attained, without any increase in the *expense* of the staff of masters employed. Should the funds at the disposal of the Governors allow of any further considerable increase in the numbers of the school, rendering necessary an addition to the present school buildings, it will be a matter for the consideration of the Governors—on sanitary and other grounds—whether the additional buildings should be erected on the present or some other site.

2. *Additional Elementary Schools.*

The governors are of opinion that power should be sought to erect additional elementary schools when the resources of the charity will permit—such schools to be within the limits of the borough, but not necessarily (as at present) within the town, parish, or manor of Birmingham.

3. *Evening Classes in the New Street Schools.*

The establishment of evening classes for pupils who have left school seems to the Governors a most desirable measure, mainly upon the ground that the early age at which scholars are taken from school necessitates such a continuance of school life, if they are to be educated in the true sense of the term.

But such classes will also have other advantages—in counteracting, by the opportunity of self-culture, the attractions to idleness and vice by which scholars are now met, when their school-life is ended and their evenings are left free. The classes moreover will tend to maintain and strengthen attachment to the place of their education, by the direct and continued link of connexion with it which they will supply. Such classes would be, if not at first, yet ultimately, self-supporting. They should be open also to others than those who have been educated in the school. It is due to the head master to state that, some time since, he matured a plan for the establishment of such classes.

4. *Education of Girls.*

The Governors believe that the education of girls in the middle classes of society is a subject of the gravest national importance. They pass no indiscriminate and sweeping censure, being aware of the existence of excellent schools for girls in this town and district. But they cannot conceal their conviction that the means of sound education for girls are far from adequate, and very far,

as a rule, from being on a par with those for boys. In too many cases they fear that the education is, to a great extent, delusive.

A girls' school or schools for the middle class in Birmingham and its immediate neighbourhood would be of inestimable value. And the Governors hope to provide for this urgent want when their pecuniary resources are sufficiently developed.

The Governors think that they ought not to pass from the education of girls without expressing their great gratification at the high efficiency of the existing elementary schools for girls. The need which they have pointed out has reference to girls somewhat higher in social position, many of whom are receiving, as the Governors believe, an education which, while it is costly to their parents, is far below the education which is given in these schools.

To the above statement of the several measures proposed by them for the further advancement and extension of the schools, the Governors have only to add, that they invite investigation, by Her Majesty's Commissioners, into everything connected with the present and past discharge of their duties as administrators of the revenues of this noble foundation.

Some few of the measures proposed may be carried out by the authority of the Board itself; others would require the sanction of the Charity Commissioners; none of the most important can be effected without the authority of a special Act of Parliament. Some of the latter have been for some time in contemplation, and have only been delayed from the want of sufficient funds and through fear of the renewal of a costly parliamentary contest, which they trust they may now escape.

All have been fully and anxiously considered, and for the most part have met with the unanimous concurrence of the Board. The Governors will rejoice to find that they have the sanction of the Royal Commissioners, believing, as they do, that while they are in harmony with the intentions of the Royal Founder, they are calculated still further to add to the efficiency and promote the usefulness of the school.

June 27, 1866.

G. LLOYD,
BAILIFF.

APPENDIX E.

1865, *July* 21*st*.

At a Meeting of the Governors of King Edward's School.

ELEMENTARY SCHOOLS.

The HEAD MASTER'S REPORT upon the Elementary Schools.

It is ordered that it be entered upon the Minutes.

REPORT.

King Edward's School, Birmingham,
July 11th, 1865.

GENTLEMEN,

THE examination of the Elementary Schools was concluded on Friday last, the 8th day of July.

There is much reason to be satisfied with the general state and efficiency of these schools; the teaching is sound and the discipline good. I am happy to say that not a single case of serious misconduct has occurred during the past year, while the results of the examination showed a marked progress in all the subjects of instruction.

The examination of the first class in each school was conducted on paper; the remaining classes were examined orally. I annexed a detailed and tabular statement of the results, from which it will appear that the highest average of merit among the boys has been attained by Edward Street, the lowest by Bath Row; while among the girls Bath Row stands first, and Meriden Street last.

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The ventilation of several of the schools requires attention; there is a great want of fresh air at Meriden Street and Gem Street.

The efficiency of the teaching will I think be improved, by the erection of galleries to accommodate fifty boys arranged in four tiers. I beg leave to recommend that such galleries be provided for the boys' schools in Gem Street, Edward Street, and Meriden Street.

I am, Gentlemen,
Your obedient servant,
CHARLES EVANS.

The Governors of
King Edward's School.

MIDSUMMER, 1865.

KING EDWARD'S ELEMENTARY SCHOOLS.

FIRST CLASS.—BOYS.

	Good.	Moderate.	Bad.	Average Mark.
Gem Street	12	9	—	45·3
Edward Street	12	12	1	58·
Meriden Street	13	7	6	54·
Bath Row	7	10	7	35·

GIRLS.

	Good.	Moderate.	Bad.	Average Mark.
Gem Street	10	10	6	40·
Edward Street	8	17	4	38·
Meriden Street	4	11	12	28·
Bath Row	19	7	3	52·3

The boys' schools supplied seven candidates for the competitive examination for admission into the Grammar School; they were all successful.

GEM STREET, BOYS.

	Good.	Moderate.	Bad.	
		CLASS 2.		
Reading	14	7	4	Average age 11·8
Spelling	13	8	4	
Divinity	17	5	3	
Arithmetic	10	12	3	
		CLASS 3.		
Reading	17	4	1	Average age 11.
Spelling	17	3	2	
Scripture	10	9	3	
Arithmetic	10	10	2	
		CLASS 4.		
Reading	6	10	10	Average age 10·5.
Spelling	11	7	8	
Scripture	8	12	6	
Arithmetic	7	12	7	

The writing in this school is good. Some boys in the first class are excellent writers.

GEM STREET, GIRLS.

	Good.	Moderate.	Bad.	
CLASS 2.				
Reading	7	11	6	Average age 12·7.
Spelling	6	13	5	
Geography	11	6	7	
Scripture	19	4	1	Scripture history is taught in this class as well as could be wished.
Arithmetic	14	8	2	
CLASS 3.				
Reading	16	5	4	Average age 11.
Spelling	17	6	2	
Scripture	15	6	4	
Arithmetic	14	9	2	
CLASS 4.				
Reading	—	—	—	There was not time to examine this class at Midsummer; it has, however, done well on the occasional examination held during the year.
Scripture	—	—	—	
Spelling	—	—	—	

The writing in this school is fair, larger, and steadier than this time last year. The school is working thoroughly well. Some of the pupils acquitted themselves admirably in the paper examinations.

EDWARD STREET, BOYS.

	Good.	Moderate.	Bad.	
CLASS 2.				
Reading	24	6	4	Average age 12.
Spelling	23	6	5	
Scripture	6	15	12	
Arithmetic	13	12	5	
CLASS 3.				
Reading	16	7	2	Average age 10·2.
Spelling	12	9	4	
Divinity	5	13	7	
Arithmetic	7	10	8	
CLASS 4.				
Reading	10	5	4	Average age 10.
Spelling	10	5	4	
Scripture	8	6	5	

The writing in this school is fair. On the whole, it is decidedly the best boy's school. There is a good tone in it, considerable intelligence, and strict discipline. The pupils from this school have always done well on the competitive examinations, and in no instance, I believe, have failed of success.

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EDWARD STREET, GIRLS.

	Good.	Moderate.	Bad.	
CLASS 2.				
Reading	14	10	—	Average age 12·4.
Spelling	18	4	2	
Arithmetic	7	11	6	
Scripture	3	5	16	The average standing is lower than it ought to be.
CLASS 3.				
Reading	17	3	3	Average age 12·3.
Spelling	10	7	6	
Arithmetic	13	10	—	
Scripture	2	5	16	
CLASS 4.				
Reading	17	6	4	Average age 10·4.
Spelling	7	10	10	
Scripture	5	11	11	
Arithmetic	10	10	3	

The writing in this school is fair, less fine and pointed than elsewhere. Upon the whole I do not think that this school is doing quite so well as last year. The standard of the first class has been lowered by frequent changes and rapid promotions.

MERIDEN STREET, BOYS.

	Good.	Moderate.	Bad.	
CLASS 2.				
Reading	15	19	1	Average age 12·6.
History	5	25	5	
Geography	8	20	7	
Scripture	8	22	5	
Writing	20	15	—	There is a general want of intelligence in this class.
Arithmetic	18	15	2	
CLASS 3.				
Reading	7	16	11	Average age 11·6
Spelling	20	10	4	
Grammar	2	20	12	
Scripture	12	18	4	
Arithmetic	24	10	—	
Writing	18	10	6	
CLASS 4.				
Reading	4	22	9	Average age 10.
Writing	2	18	15	
Spelling	18	10	7	
Scripture	12	18	5	
History, Geography, Grammar	— / 2	11 / 5	24 / 28	These boys are very young, and have been recently admitted.

The school is rather stagnant, except the first class, which contains some very good boys. The writing is very good except in the fourth class.

MERIDEN STREET, GIRLS.

	Good.	Moderate.	Bad.	
CLASS 2.				
Reading	—	—	—	This class was obliged to miss the examination on two days by the severity of the weather.
Writing	—	—	—	
Scripture	—	—	—	
Arithmetic	—	—	—	
Geography	—	—	—	
Spelling	—	—	—	Average age 12·2.
CLASS 3.				
Reading	13	22	7	Average age 11·8.
Writing	15	24	3	
Spelling	30	10	2	
Arithmetic	22	17	3	
Geography	14	24	4	
Scripture	20	20	2	
CLASS 4.				
Reading	7	26	6	Average age 10·7.
Writing	5	26	8	
Spelling	6	21	12	
Scripture	15	20	4	
Geography	5	21	13	
Arithmetic	9	18	12	

A very good school upon the whole.

BATH ROW, BOYS.

	Good.	Moderate.	Bad.	
CLASS 2.				
Writing	20	5	1	Average age 11·5.
Spelling	16	6	4	
Reading	18	6	2	
Scripture	6	13	7	
Arithmetic	12	12	2	5 very good.
CLASS 3.				
Writing	22	7	4	Average age 10·6.
Reading	20	11	2	
Spelling	18	13	2	
Scripture	6	20	7	
Arithmetic	10	15	8	
CLASS 4.				
Writing	8	13	12	Average age 9·2.
Reading	20	7	6	
Spelling	16	10	7	
Scripture	16	8	9	
Arithmetic	16	9	8	

The writing is very good throughout. The school is making good progress in every respect, although the standard is rather low at present.

Deputations from Birmingham.

APPENDIX E.

BATH ROW, GIRLS.

	Good.	Moderate.	Bad.	
		CLASS 2.		
Reading - -	24	6	1	Age, 10 11 12 13 14 15 years.
*Parsing and Spelling -	20	6	5	3 5 11 10 1 1
Scripture - -	19	7	5	Average 12.

The writing, as a rule, is too fine and pointed; it is the exception to see a bold clear hand throughout this school. The arithmetic is very fair. Geography well taught throughout.

	Good.	Moderate.	Bad.	
		CLASS 3.		
Reading - -	14	12	10	Average age 11·5.
Spelling - -	24	7	5	
Scripture - -	24	8	4	
Geography - -	28	5	3	
		CLASS 4.		
Reading - -	13	4	2	Average age 10·3.
Spelling - -	12	6	1	
Scripture - -	14	5	—	
Geography - -	13	4	2	

Some of the best writing in the school is in this class.

APPENDIX F.

APPENDIX F.

BIRMINGHAM GRAMMAR SCHOOL.—ELECTION OF GOVERNORS.

SCHEME proposed by W. L. SARGANT, Esq.

THE Memorandum published by the governors states (in the penultimate paragraph of the last page) that of the measures they propose, "none of the "most important can be effected, without the authority of a special Act of "Parliament."

The application for such an Act has been delayed, it says, partly "through "fear of the renewal of a costly parliamentary contest."

The governors add that "they trust they may now escape" such a contest: they give no reason for this confidence, nor could they give any satisfactory reason; for the Town Council, supported by all denominations of Nonconformists outside, and with the command of the public purse, will unquestionably oppose any bill which fails to abolish the practice of self-election, and which does not secure a share in the management, both to Town Council and to Nonconformists.

The desiderata are: to cause little disturbance to the management; to admit Town Councillors and Nonconformists, not as such, but just as any other governors; to avoid the formation of cliques which would follow from bringing in a number of either class at one time.

I believe these conditions would be best accomplished by making no change in the number of governors, and by merely providing a new method of filling up vacancies as they arise.

*Goldsmith's "Deserted Village," 430 lines, repeated by heart and parsed without book by 18 girls.

My scheme is as follows:—

1st vacancy to be filled up by Town Council, with one of their own body.
2nd „ „ by Magistrates, with one of their own body.
3rd „ „ by Board of Governors.
4th „ „ by Town Council, with one *not* of their own body.
5th „ „ by Magistrates, with one *not* of their own body.
6th „ „ by Board of Governors.

7th vacancy as 1st, 8th as 2nd, and so on; that is the process 1 to 6, to be repeated in filling future vacancies.

The result would be that in the end—

One-sixth	of the governors	would be Town Councillors.
One-sixth	„	would be elected by the Town Council, outside.
One-sixth	„	would be Magistrates.
One-sixth	„	would be elected by the Magistrates, outside.
Two-sixths	„	would be elected by the Board of Governors.
Total 1		

If it is thought that the Town Council should have a larger share, the following might be substituted:—

1st vacancy to be filled up by Town Council, with one of their own body.
2nd „ „ „ with one *not* of their own body.
3rd „ „ by Magistrates, with one of their own body.
4th „ „ by Board of Governors.

5th to 8th vacancies as 1st to 4th, that is, the process to be repeated.

The result would be that in the end—

One-fourth	of the governors	would be Town Councillors.
One-fourth	„	would be elected by the Town Council, outside.
One-fourth	„	would be Magistrates.
One-fourth	„	would be elected by the Board of Governors.
Total 1		

Comparison of the two Schemes.
Number of Governors, 20.

—	Town Councillors.	Elected outside by Town Council.	Magistrates.	Elected outside by Magistrates.	Elected by Board of Governors.
1st Scheme	$\frac{1}{6}$th = 3 or 4	$\frac{1}{6}$th = 3 or 4	$\frac{1}{6}$th = 3 or 4	$\frac{1}{6}$th = 3 or 4	$\frac{1}{3}$rd 6 or 7
2nd Scheme	$\frac{1}{4}$th = 5	$\frac{1}{4}$th = 5	$\frac{1}{4}$th = 5	—	$\frac{1}{4}$th = 5

APPENDIX G.

FREE GRAMMAR SCHOOL, BIRMINGHAM.

(*This paper was presented by Mr. Wright. See page* 1001.)

ANALYSIS OF EXPENDITURE, showing Cost per Head of each Scholar in High School, New Street, from the Accounts for 1863. 500 Scholars.

Educational Expenses:—

Head Master:

Salary and Capitation Fees of Head Master, and portion of Rates, say 100*l.*	1,670	0	0		
Pension to late Head Master	200	0	0		
	1,870	0	0	= 3	14 9

Deputations from Birmingham.

APPENDIX G.

Second Master:—							
Salary and Capitation Fees, and share of rates and taxes, say, 52*l.* 19*s.*				578	19	0=1	3 2
Assistant Masters:—							
Twenty-one in number (see Abstract), and School of Design, 150*l.*				4,157	2	0=8	6 3
Exhibitions, &c.:—							
Scholarships, &c.	520	0	0				
Visitation Fees	134	0	0				
Civil and Military Capitation Fees	80	2	6				
				734	2	6=1	9 4
Current Expenses:—							
Repairs, Coals, Gas, Printing, Water, Prizes, &c.				1,713	6	1=3	8 6
Secretary's Salary				250	0	0=0	10 0
Cost of each Scholar in High School, for Educational Expenses proper							18 12 0
Management of Estate:—							
Secretary's and Law Charges	417	0	10				
Surveyor	98	5	6				
Bankers' Interest, and Interest on Mortgage	374	6	8				
Sundries	257	18	9				
	1,147	11	9				
Less $\frac{1}{5}$th proportion to Elementary Schools	229	10	4				
				918	1	5=1	16 10
Total cost per Head of each Scholar in High School							£20 8 10

ANALYSIS of EXPENDITURE, showing Cost per Head of each Scholar in Elementary Schools, from the Accounts for 1863. 1,000 Scholars.

Educational Expenses:							
Head Master (New Street School) Capitation Fees	250	0	0				
Do. do. Assistants	100	0	0				
				350	0	0=0	7 0
Masters and Mistresses				1,355	16	8=1	7 1
Monitors				332	14	2=0	6 8
Current Expenses:—							
Repairs, Coals, Insurance, Prizes, &c.				773	3	5=0	15 5
Cost of each Elementary Scholar for Educational expenses proper							2 16 2
Management of Estate:							
$\frac{1}{5}$th share of Expenses (see other side)				229	10	4=0	4 7
Total cost per Head of each Scholar in Elementary School							3 0 9

☞ In making these calculations no account has been taken of Interest on Buildings, which amounts to 6*l.* 15*s.* per Head for each Scholar in the High School, and about 5*s.* per Head in the Elementary Schools, as appears from the evidence given before the Committee of the House of Commons in 1842, when it was shown that 67,500*l.* had been expended on the School in New Street,—whilst the Elementary Schools then erected cost 3,490*l.* only.

ABSTRACT of NAMES and SALARIES of MASTERS, as returned in Accounts for 1863.

High School, New Street:			
Rev. C. Evans, Salary	400	0	0
do. do. Capitation Fees	1,170	0	0
do. do. „ „ for Superintendence of Elementary Schools	250	0	0
Rev. T. N. Hutchinson, Salary	300	0	0
do. do. Capitation Fees	226	0	0
Rev. Albert Smith, Head Master's Assistant, half-year's Salary	135	0	0
Do. do. half-year's Salary for Elementary Schools	75	0	0
Rev. E. Harris, Head Master's Assistant, Salary	215	0	0
Do. do. half-year's Salary for Elementary Schools	25	0	0
Rev. E. A. Abbott. 1 year's Salary	400	0	0
H. M. Fryer, Esq. „	190	0	0
G. R. Klugh, Esq. „	200	0	0
Rev. C. P. Male ½ year's	150	0	0
J. Hunter Smith, Esq. 1 year's	190	0	0
Alexander Vincent, Esq. „	150	0	0
Dr. Karl Damman „	150	0	0
Mr. R. Richard „	150	0	0
Rev. T. B. Stevenson, „	200	0	0
R. S. Carpenter, Esq. „	180	0	0
Rev. J. H. Curtis „	185	0	0
W. Lawson, Esq. „	200	0	0
Nicholas Biet, Esq. „	150	0	0
Mr. Jno. Emery „	150	0	0
Mr. George Gore „	50	0	0
E. Carter, Esq. „	190	0	0
Mr. Isaac Walton „	150	0	0
Mr. G. W. Hickman „	112	2	0
Mr. T. B. Waddell	60	0	0
School of Design	150	0	0
Rev. Dr. Gifford, late Head Master, 1 year's Pension	200	0	0
Gem Street Elementary School:			
Thos. Townsend 1 year's Salary	150	0	0
James Turner „	50	0	0
Eliz. Hollins „	90	0	0
Ann J. Knight „	35	0	0
Edward Street Elementary School:			
Jno. Temperley 1 year's Salary	150	0	0
A. A. Chard „	45	0	0
Ann Corbett „	90	0	0
Catherine Brown „	45	0	0
Meriden Street Elementary School:			
Thos. Baker 1 year's Salary	150	0	0
R. C. Maidwell „	47	10	0
M. A. Topham „	80	16	8
Ann J. Fisher „	30	0	0
Bath Row Elementary School:			
D. Swanson 1 year's Salary	150	0	0
J. Magness „	47	10	0
S. J. Corbett „	105	0	0
R. M. Juggins „	35	0	0

Deputations from Birmingham.

APPENDIX H.

APPENDIX H.

GOVERNORS OF KING EDWARD'S SCHOOL, BIRMINGHAM.

James Johnstone, Esq., M.D., Trinity Coll., Cambridge, The Old Square, Birmingham,

John Aston, Esq., J. P., St. Paul's Square, Birmingham, and The Dales, Edgbaston.

The Hon. and Rev. Grantham Munton Yorke, M.A., St. Philip's Rectory, Birmingham.

James Timmins Chance, Esq., M.A., 7th Wrangler, Brown's Green, Handsworth.

John Ogden Bacchus, Esq., J.P., Binswood, Leamington.

George Fabian Evans, Esq., M.D., Wrangler, Temple Row, Birmingham, and Hagley Road, Edgbaston.

Charles Rogers Cope, Esq., J.P., Summer Row, Birmingham, and Metchley Lane, Harborne.

Frederick Isaac Welch, Esq., J.P., The Firs, Moseley.

John Dent Goodman, Esq., J.P., Minories, Birmingham, and Frederick Street, Edgbaston.

George Paulson Wragge, Esq., Solicitor, Bennett's Hill, Birmingham, and Priory Road, Edgbaston.

Peter Hollins, Esq., Great Hampton Street, Birmingham.

Thomas Clement Sneyd Kynnersley, Esq., M.A., Stipendiary Magistrate, Moor Green, near Birmingham.

George Lloyd, Esq., M.D., Birmingham Heath.

William Sharp, Esq., J.P., Endwood Court, Handsworth.

The Rev. Isaac Spooner, M.A., Vicarage, Edgbaston.

William Mathews, jun., Esq., M.A., Wrangler, Carpenter Road, Edgbaston.

Henry Richards, Esq., Edmund Street, and Selly Wood, Selly Oak.

William Lucas Sargant, Esq., J.P., Edmund Street, and Augustus Road, Edgbaston.

[*N.B.—The Rev. C. Evans, Head Master of King Edward the Sixth's School, gave evidence before the Commissioners on 30th May* 1865. *The evidence will be found in Vol. I., pp.* 541–567.]

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